

## Academic Health Center Shared

410 ChRC (MMC 501): 612/626-3700

### AHS 1101 Orientation to the Health Sciences (Sec 002); 1 cr; meets DELM req of classroom

**Instructor:** Kachgal, Mera

**Description:** This is a one-credit course designed for undergraduate students who want to explore health sciences majors and professions. Students will: 1) assess their own interests, values, personality and abilities as they relate to health careers; 2) Gain an understanding of the competency, professionalism and decision-making skills necessary to succeed in health professions through guest speakers, class discussion and the media; 3) Learn more about health-related academic majors and health professions through resource exploration, informational interviews, and guest presentations by health professionals; 4) Develop an experiential learning experience that will allow them to realistically evaluate their decision to pursue a health profession; 5) Integrate the knowledge acquired to develop goals and an action plan to pursue their career choice. The format of the course will incorporate a combination of in-class and out-of-class activities including large and small group discussions, guest speakers, experiential exercises and other process-oriented activities.

## Accounting

3-122 CarlSMgmt: 612/624-6506

### Acct 2050 Introduction to Financial Reporting (Sec 001, 020-022); Credit will not be granted if credit has been received for: APEC 1251, APEC 1251, APEC 1251, APEC 1251; 4 cr; A-F only; prereq Completion of 30 credits; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course introduces the topic of financial accounting for U.S. organizations. The purpose of financial accounting is to provide information to owners of the firm and other interested parties to serve as the basis for making decisions about that firm. The student who successfully completes this class will be able to read and understand U.S. financial statements.

## Adult Education

425 VoTech: 612/624-3004

### AdEd 5103 Designing the Adult Education Program (Sec 001); 3 cr; A-F only; meets DELM req of classroom

**Instructor:** Yang, Baiyin

**Description:** Designing and implementing educational programs for adults. Application of concepts, theories and models in different adult learning situations.

**Class time:** 50% lecture, 30% Discussion, 20% Laboratory  
**Work load:** 40 pages of reading per week, 30 pages of writing per semester, 3 papers

**Grade:** 15% written reports/papers, 20% special projects, 15% in-class presentations, 15% class participation, 25% lab work, 10% problem solving

## Aerospace Engineering and Mechanics

107 Akerman Hall: 612/625-8000

### AEM 2011 Statics

(Sec 001); 3 cr; A-F only; prereq PHYS 1301W, [concurrent registration is required (or allowed) in Math 2374 or equiv], IT; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Force and moment vectors, resultants. Principles of statics and free-body diagrams. Applications to simple trusses, frames, and machines. Distributed loads. Internal forces in beams. Properties of areas, second moments. Laws of friction. 3 credits. Prerequisites: IT student, Phys 1301, concurrent registration in Math 2374 or equivalent.

### AEM 2012 Dynamics

(Sec 001, 030); 3 cr; A-F only; prereq 2011, [concurrent enrollment Math 2373 or equiv], IT student; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Review of particle dynamics. Mechanical systems and rigid-body dynamics. Kinematics and dynamics of plane systems. Rotating coordinate systems in 2-D. Energy and momentum of 2-D bodies and systems. Vibrations.

### AEM 4202 Aerodynamics

(Sec 001); 4 cr; A-F only; prereq upper div IT or grad, 4201; meets DELM req of classroom

**Instructor:** Mahesh, Krishnan

**Description:** Inviscid aerodynamics. Subsonic, transonic, and supersonic airfoil theory; wing theory. Introduction to compressible flow; normal and oblique shock waves; Prandtl-Meyer expansions. Linearized compressible flow. Wing-body combinations. Computational aerodynamics methods. 4 credits. Prerequisites: IT upper division student or graduate student, AEM 4201.

### AEM 4203 Aerospace Propulsion

(Sec 001); 4 cr; A-F only; prereq 4202, [IT upper div or grad student]; meets DELM req of classroom

**Instructor:** James, Ashley

**Description:** Basic one-dimensional flows; isentropic; area change; heat addition. Overall performance characteristics of propellers, ramjets, turbojets, turbofans, rockets. Performance analysis of inlets and exhaust nozzles, compressors, burners, and turbines. Rocket flight performance, single- and multi-stage rockets, liquid and solid propellants. Homework includes some design problems; a design project, including the preparation of a technical report, is required. 4 credits. Prerequisites: IT upper division or graduate student, AEM 4202.

### AEM 4295 Problems in Fluid Mechanics

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq dept consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Topics of current interest. Individual projects with consent of faculty sponsor.

### AEM 4495 Problems in Dynamics and Control

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq dept consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Topics of current interest. Individual projects with consent of faculty sponsor.

### AEM 4511 Mechanics of Composite Materials

(Sec 001); 3 cr; prereq 3031, [IT upper div or grad student]; meets DELM req of classroom

**Instructor:** Leo, Perry H

**Description:** Analysis, design, and applications of laminated and chopped fiber reinforced composites. Micro- and macro-mechanical analysis of elastic constants, failure and environmental degradation. Prerequisites: IT upper division or graduate student, AEM 3031.

**AEM 4595 Problems in Mechanics and Materials****(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq dept consent; meets DELM req of classroom****Instructor:** STAFF**Description:** Topics of current interest. Individual projects with consent of faculty sponsor.**AEM 5503 Theory of Elasticity****(Sec 001); 3 cr; A-F only; prereq 4501 or equiv, Math 2263 or equiv or instr consent; meets DELM req of classroom****Instructor:** Leo, Perry H**Description:** Introduction to the theory of elasticity, with emphasis on linear elasticity. Linear and nonlinear strain measures, the boundary value problem for linear elasticity, plane problems in linear elasticity, and three dimensional problems in linear elasticity. Other topics will be selected from nonlinear elasticity, micromechanics, contact problems and fracture mechanics. Prerequisites: Math 2263 or equiv., AEM 4501 or equiv., or #.**Afro-American Studies****808 Social Sciences Tower: 612/624-9847****Afro 3002 West African History: 1800 to Present****(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom****Instructor:** Coifman, Victoria Bomba**Description:** This course, which is deeply and firmly rooted in the African past, is also very current and relevant for Africa of today and tomorrow. It provides the historical information for understanding and evaluating the recent wars in Liberia and Sierra Leone and the current period of reconstruction in both countries. It helps too, in evaluating the current tensions in Ivory Coast. Students planning travel, course work, or internships in West Africa and students with African backgrounds, will find valuable and timely information about the places they know or will visit. This can contribute to providing the building blocks of development and future planning which meets people "where they are" and therefore increases the chances for success. This information can also help understanding and planning for other parts of the continent. Themes of this course include the study of continuities with the pre-nineteenth century African past, and the profound, even revolutionary changes of the nineteenth century. The impact of increasing contact with the Atlantic World, the continued spread of Islam, the European and American Industrial Revolution, the impact of colonial rule and the drastic changes in political and economic organization in West Africa in the last two hundred years, have led to a very difficult post-colonial period in the last forty-five years. There are signs today, of hope, of difficult lessons learned, signs of concrete roads to take towards a healthy, fruitful West African future.**Class time:****Afro 3108 Black Music: A History of Jazz****(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom****Instructor:** Williams, Yolanda Y**Description:** The History of Jazz course looks at the development of America's true "classical" musical form. We will trace the roots of Jazz from West Africa to the spirituals and work songs of the African slave through Blues to the first form of Jazz--New Orleans Dixieland. The other jazz forms of Swing, Bebop, and Cool through Neo-Classicism will also be studied. Because the course focuses primarily on the social, economic, and political impact on jazz, and vice versa, it is a perfect course for both the musician and the non-musician. Musicians will appreciate the developmental aspects of this once brand-new musical form and will gain a better understanding of how musical elements such as form, instrumentation, etc., and life interact

and evolve.

**Class time:** 35% lecture, 35% Discussion, 30% Outside listening (live and recorded).**Work load:** 9 pages of writing per semester, 2 exams, Reading: 1-2 chapters/week; Writing: 9 pages/semester ( live performance reviews); 1 annotated bibliography.**Grade:** 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 10% problem solving, 20% Annotated Bibliography.**Exam format:** Multiple choice, essay and listening.**Afro 3112 In the Heart of the Beat: the Poetry of Rap****(Sec 001); 3 cr; A-F only; meets DELM req of classroom****Instructor:** Pate, Alexs D.**Description:** This course is designed to increase the understanding of contemporary African American poetry as expressed by popular culture contributors. Students are asked to analyze and evaluate some of the poems that are used in the music of rap in the context of African American literature, American culture and aesthetics in general. Students must read 3-5 texts. Students must write a journal about each book. These journals, class participation through group and individual recitation along with a final academic paper comprise the evaluative components of this course.**Afro 3543 Psychology and the Black American Experience****(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom****Instructor:** Barner II, Pearl**Description:** The purpose of this course is to enhance the students' understanding of some psychological aspects of the African American experience. Lectures, discussions, readings and experiential activities will be utilized. Several major influences which include (but is not limited to) slavery, racial oppression, education and African values/africanisms will receive focus. The development of Black/African Psychology, African and Western/European worldview contrasts, self concept, identity, spirituality/religion, relationships and psychological functioning will all receive attention as well. It is hoped that the topics/issues explored will better prepare students to critically examine and understand some unique features of the psychological experience of African/Black American women, men and youth.**Class time:** 35% lecture, 10% Closed Circuit TV, 35% Discussion, 20%**Work load:** 40 pages of reading per week, 12 pages of writing per semester, 2 exams, 3 papers**Grade:** 15% mid-semester exam(s), 20% final exam, 15% written reports/papers, 20% in-class presentations, 30% class participation**Exam format:** multiple choice, essay, short answer**Afro 3592W Introduction to Black Women Writers in the United States****(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Fletcher, Pamela Renea**Description:** In this literature and writing intensive course, "Black Women Writers' Personal Narratives" students will explore, through essay and memoir, contemporary accounts (1960s-1990s) of Black women living in the U.S.A. In these nonfiction works, various writers, such as bell hooks and Lisa Jones, will address matters of art, education, family, hair, motherhood, sexism, sexuality, skin color and intra-racial prejudice, socio-economic class and classism, spirituality, and racial identity and racism. This course places heavy emphasis on active student participation, so students are expected to attend class daily and to engage in class discussions regarding films and assigned readings. The paper assignments include eight short papers (2-4 pages) regarding the films and the texts, and revisions.**Class time:** 40% lecture, 60% Discussion**Work load:** 50-70 pages of reading per week, 20-25 pages of

writing per semester, 9 papers

**Grade:** 70% written reports/papers, 30% class participation

**Exam format:** none

**Afro 3594W Introduction to Contemporary Black Fiction (Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Fletcher, Pamela Renea

**Description:** AFRO 3594W CONTEMPORARY BLACK FICTION: Black to the Future: Exploring Black Experiences in Science Fiction - In this course, we will explore how Science Fiction writers Octavia Butler, Jewel Gomez, Nalo Hopkinson, and Samuel Delany, among others offer alternative world views challenging the society we have become accustomed to. Science Fiction (including speculative fiction, fantasy, horror, etc.) resonates for those dissatisfied with the status quo, such as dreamers, escapists, and the powerless on all levels. In our exploration, we will study, discuss and write about: 1) how Black writers use the genre to challenge stereotypical imagery of Black people; 2) how it addresses historical and contemporary Black experiences, and confronts issues regarding class, gender, race, and sexuality; and 3) how it offers a future ripe with opportunity and possibility. This course meets the CLE requirements: Lit, CD, and WI

**Class time:** 20% lecture, 70% Discussion, 10% in-class activities

**Work load:** 50-100 pages of reading per week, ~30 pages of writing per semester, 8 papers, Regarding paper assignments: Eight papers including 6 short ones and two literary essays requiring revision

**Grade:** 80% written reports/papers, 20% class participation

**Afro 3654 African Cinema (Sec 001); 4 cr; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Pike, Ben

**Description:** This course examines contemporary film-making in Africa focusing on West African cinema from the late 1960's to the 1990's. We will explore socio-cultural contexts of the films, as well as aesthetic elements, contrasting and comparing African cinema to Western cinema. One film will be screened each week.

**Class time:** 30% Discussion, 70% Viewing films.

**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 3 exams, 2 papers

**Grade:** 50% mid-semester exam(s), 25% final exam, 15% written reports/papers, 10% class participation

**Exam format:** Essay and short answer.

**Afro 3865 African American History: 1865 to the Present (Sec 001); Credit will not be granted if credit has been received for: HIST 3865, HIST 3865, HIST 3865, HIST 3865, HIST 3865; 4 cr; prereq =Hist 3865; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Mayes, Keith A

**Description:** This course explores the period between Reconstruction and the meaning of black freedom after the Civil War to contemporary issues such as reparations and racial profiling. Afro 3865 begins by examining how the Civil War culminated in the liberation of four million slaves and the attempt by constitutional amendments to right the wrongs of the previous period of enslavement. Though constitutionally free, Reconstruction ended in failure, stripping African-Americans of their newfound citizenship and ushering in the period of Jim-Crow segregation. The course will detail black life under Jim Crow, but highlight African-American agency in the realm of politics, labor, sports, music, and intellectual life. The course turns a crucial corner during the New Deal period and discusses how the 1930s and early 1940s set the stage for the modern civil rights struggle. With the Supreme Court's decree directly challenging Jim Crow in 1954, African-Americans entered a new phase in their history where protesting for black rights became a

defining feature in American culture during the 1960s and 1970s. New leaders and organizations emerged along with novel cultural forms and expressions. The course ends in the contemporary period. What are we to make of the modern day black struggle around race, class, and gender? How are we to interpret the demand for reparations in the age of dismantling affirmative action? What about heightened incidences of police brutality? How do they all connect to the past?

**Afro 4231 The Color of Public Policy: African Americans, American Indians, and Chican (Sec 001); Credit will not be granted if credit has been received for: AMIN 4231, CHIC 4231, AAS 4231; 3 cr; meets DELM req of classroom**

**Instructor:** Brewer, Rose Marie !!Morse Alumni Award!!

**Description:** This course is designed to familiarize students with the history of U.S. public policy development and social relations across racial-ethnic-nation cultures. The focus will be on the United States, but recent developments from the global context will be incorporated for comparative purposes. In this course we will examine the structural and institutional conditions through which people of color have been systematically marginalized, and how diverse populations have fought for and won or lost policy change. The course will help students better understand and interpret the "dominant paradigm" in which public policy has been set. Then, we will examine how and why this paradigm has shifted over time, and what the current prospects are for policy transformation in the domestic and global arenas.

**Class time:** 20% lecture, 40% Discussion, 40% community research

**Work load:** 100 pages of reading per week, 40 pages of writing per semester, 6 papers

**Grade:** 20% final exam, 30% written reports/papers, 20% class participation, 30% community research

**Exam format:** take-home

## Agricultural, Food, and Environmental Education

325 Vocational & Technical Educ Bldg:  
612/624-2221

**AFEE 1002 Principles of Career Planning for Agricultural Professionals (Sec 001); Credit will not be granted if credit has been received for: AGUM 1111, AGUM 1111; 1 cr; meets DELM req of classroom**

**Instructor:** Hartle, Darrell Edward

**Description:** Successful careers in agricultural, food and environmental professions don't just happen. You need to be able to market yourself in a very competitive environment. Can you convince an employer you are the one they should select? The goal of this class is to provide the preparation, knowledge, reflection, and inquiry that are the keys to success. You will use these keys to build a personal plan that can help you move ahead into the career you seek. Discover how your own interests, skills, abilities, values, and life goals can help you pick a career path. Gain knowledge about major employment areas, expectations, trends and current issues in today's agricultural, food, and environmental occupations, and analyze the factors that positively and negatively affect these industries. Use informational interviews to examine and analyze different types of possible careers, and learn how student organizations and the land-grant university experience can impact your career skills and planning. By the end of this class, you will have developed a personal portfolio on which you can build throughout your college career. This portfolio will help you as you enter the job market by presenting clear evidence of your capabilities, qualities, and accomplishments.

**Class time:** 40% lecture, 30% Discussion, 30% Group and individual activities

**Work load:** resource reading, resume, informational interview,

portfolio, discussion

**Exam format:** Prepare and present a portfolio

**AFEE 3096 Experiential Learning: Production and Business (Sec 001); 1-8 cr; max crs 12, 12 repeats allowed; prereq AgEd major, instr consent; meets DELM req of classroom**

**Instructor:** Hartle, Darrell Edward

**Description:** You might want to begin planning ahead for an internship this summer. Internships can occur any semester after your freshman year. Industries are telling us that multiple internships give students an advantage in the job market as well as being very beneficial to students in networking, seeing different industries and obtaining multiple skills. See the AFEE website for a list of current available internships.

## American Indian Studies

2 Scott Hall: 612/624-1338

**Amln 1001 American Indian Peoples in the United States (Sec 001, 002); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is intended to give students a general overview of the contemporary and historic experiences of American Indian peoples in the United States and Canada. It challenges the dominant culture's stereotypes and its unthinking assumptions about American Indian people in the past and present. It shows how the peoples of America's First Nations engaged the presence and representations of foreigners in their midst through acts of resistance, rebellion, accommodation, and innovation. In the process, it illustrates the great diversity of tribal cultures and histories in North America, and it gives evidence of this in the areas of identity, work, philosophy, politics, society, language, religion, literature, and the arts.

**Amln 1002 Indigenous Peoples in Global Perspective (Sec 001); Credit will not be granted if credit has been received for: POL 1019; 3 cr; A-F only; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Aguirre, Tlahtoki

**Description:** Indigenous Lives, Cultures, and Ideologies-- Why have indigenous peoples and movements dominated international news lately? Who are indigenous peoples? Where do they live? How are they similar to, and different from, non-indigenous peoples? This course answers these questions and more to introduce you to the field of indigenous studies in a global perspective. Throughout the class, we will: critically unpack the relationships between selected indigenous peoples and the nation-states within which they reside, examine various indigenous cultures and ideologies, and think about our own worldviews. Such exercises allow us to consider the complex dynamics that frame indigenous and non-indigenous political interactions and histories. We will employ a variety of sources to aid our analysis: guest lectures, movies, writings by indigenous peoples, etc. After the semester, you will have a firm grasp of indigenous peoples' issues, in addition to a better understanding of how the course material relates to your daily life.

**Class time:** 25% lecture, 60% Discussion, 15% films

**Work load:** 1 papers, response papers

**Grade:** 50% written reports/papers, 20% class participation, 30% final paper

**Amln 1102 Beginning Ojibwe II**

**(Sec 001); 5 cr; prereq 1101; meets DELM req of classroom**

**Instructor:** Jones, Dennis

**Description:** Second semester of Beginning Ojibwe language sequence: Acquisition of Speaking Skills, fundamentals of grammar and writing systems. This course is taught as a beginning level class and no previous experience is needed. The

skills of listening and speaking in the Ojibwe language are emphasized with daily oral drills as the basic content of the class. The final exam is an oral speech that is delivered based on the classroom drills.

**Amln 1122 Beginning Dakota II**

**(Sec 001); 5 cr; prereq 1121; meets DELM req of classroom**

**Instructor:** McKay, Neil Troy !!Outstanding Service Award!!

**Description:** Second semester of Beginning Dakota language sequence: The basics of the Dakota language with emphasis on spoken Dakota (reading and written knowledge of the language being secondary). Focus is on the "D" dialect of the Dakota (Sioux). Language topics to be covered include history and culture.

**Amln 3104 Intermediate Ojibwe II**

**(Sec 001); 5 cr; prereq 1101, 1102, 3103; meets DELM req of classroom**

**Instructor:** Jones, Dennis

**Description:** Improving speaking skills, grammatical structures, storytelling, oral history and translation projects.

**Amln 3124 Intermediate Dakota II**

**(Sec 001); 5 cr; prereq 1121, 1122, 3123; meets DELM req of classroom**

**Instructor:** McKay, Neil Troy !!Outstanding Service Award!!

**Description:** Further study of the Dakota language with emphasis on spoken Dakota.

**Amln 3201W American Indian Literature**

**(Sec 001, 002); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Meland PhD, Carter

**Description:** How do you creatively respond to the transformations and deformations introduced into Native America by the colonizing cultures of Europe and Euroamerica? In this course we examine how a select group of American Indian writers creatively respond to the experience of colonization in the narratives they imagine. This question is not aimed exclusively at American Indian writers though, nor is it even more generally aimed only at Indian people. Rather this question about colonization is aimed at everyone living here now: How do you (you sitting there reading this statement) creatively respond to the transformations and deformations introduced into Native America by the colonizing culture of Euroamerica? This course invites you to think about this question and this writing, even if you never have before. In class discussions we will examine how the various writers approach this question and we will familiarize ourselves with the ideas, themes, and tools Native writers use through close readings of their works. In addition to examining the works we will also examine ways the various works ask us to consider and reconsider our own experiences of living in North America. Your responses to the works and our guiding question will be explored, examined, and developed in class discussions, a variety of short creative writing assignments, and in two major essays.

**Class time:** 10% lecture, 90% Discussion

**Work load:** 150 pages of reading per week, 40 pages of writing per semester, numerous papers, short (2 pages) and one long (10+ pages)

**Grade:** 90% written reports/papers, 10% quizzes

**Amln 3301 American Indian Philosophies**

**(Sec 001, 002); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The purpose of this course is to introduce students to the philosophical thought and spiritual beliefs of native peoples of North America. Students will examine a broad spectrum of issues which influence the worldview of native people on this continent, including European contact and

thought. Students may find some of the issues to be controversial and personally challenging, however, a thorough discussion of the impact of European influences is important to understanding native people's resistance and survival. Finally, students will also explore the ways in which native philosophy and spiritual practices shape native life experience in a society viewed by many native people as being at odds with their beliefs.

**Class time:** 60% lecture, 20% Discussion, 20% Group work

**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 33% mid-semester exam(s), 33% final exam, 17% written reports/papers, 17% class participation

**Exam format:** The exams will be a take home essay.

#### **Amin 3401 American Indian Art**

**(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** Chapman, Jeffrey T

**Description:** Visual arts depicting rituals, traditions, values and world views of major American Indian populations. This course is designed to acquaint students with American Indian arts from pre-contact to, and including, contemporary Indian arts. It focuses on materials, techniques, symbolism, imagery and traditions that underlie the art forms in various tribal regions of North America. The class will examine the influence of other tribes and also the effect of European immigration.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 10 pages of reading per week, 8-12 pages of writing per semester, 4 exams, 2 papers

**Grade:** 10% final exam, 35% written reports/papers, 10% special projects, 30% quizzes, 10% in-class presentations, 5% class participation

**Exam format:** essay

#### **Amin 3501 American Indian Tribal Governments and Politics**

**(Sec 001); Credit will not be granted if credit has been received for: POL 3701; 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Wilkins, David E

**Description:** This course examines the origins, status, structures, and powers of American Indian governments and the distinctive politics associated with these First Nations who constitute the third set of sovereign governments in the U.S. whose existence long predates the federal and state governments. This course fulfills CLE requirements of Social Science core and Citizenship and Public Ethics themes.

**Class time:** 25% lecture, 75% Discussion

**Work load:** 75-150 pages of reading per week, 15-25 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% weekly questions based on readings

**Exam format:** long essays

#### **Amin 3701 Ojibwe Culture and History**

**(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Jones, Dennis

**Description:** An introductory overview of Ojibwe culture, history, beliefs, and traditions, including philosophy and world view. The course is presented in four parts, with a test and a paper due at the completion of each part.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 1 exams, 4 papers

**Grade:** 20% final exam, 40% written reports/papers, 40% quizzes

**Exam format:** Multiple choice; true/false; and matching

#### **Amin 3711 Dakota Culture and History**

**(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course focuses on Dakota culture and history. Our emphasis will be on the four bands of the Santee Dakotas: the Mdewakantons, Wahpekutes, Wahpetons, and the Sissetons. The content of the course will be regionally based, that is, we will study primarily the Dakota bands located in Minnesota and eastern South Dakota. This course will introduce you to many aspects of Dakota culture. We will first begin with a historical overview of the Dakota people, this section will lead us to a significant event in Dakota History: the Uprising/War/Conflict of 1862. As you learn about Dakota history, you will also become aware of the culture of the Santee Dakota. This will involve oral history and narratives, music and dance, artistic expression, language, and discussions of contemporary issues relevant to the Dakota people. Target audience: anyone interested in American Indian Studies.

**Class time:** 10% lecture, 30% Closed Circuit TV, 60% Discussion

**Work load:** 50 pages of reading per week, 15 - 20 pages of writing per semester, 2 exams, 3 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation

**Exam format:** Multiple Choice, Essay

#### **Amin 3872 American Indian History: 1830 to the Present**

**(Sec 001); Credit will not be granted if credit has been received for: HIST 3872, AMIN 3872, HIST 3872, AMIN 3872, HIST 3872, AMIN 3872, HIST 3872, HIST 3872; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** O'Brien-Kehoe, Jean Maria !!Grad and Proff Teaching Award!!

**Description:** How did American Indian nations navigate the turbulent nineteenth and twentieth centuries that brought a flood of intruders into their homelands and remake themselves into the vibrant and richly diverse peoples that they are in the present? Beginning with the turmoil surrounding Indian Removal policy in the 1830s, and extending into the present-day struggles of Indian nations to control their own destinies, this course serves as an introduction to American Indian history from 1830 to the present. Touching on such themes such as cultural resistance and and political resurgence in the face of U.S. colonialism, we will focus on the interface between the development of Federal Indian policy and American Indian resistance to U.S. initiatives as a unifying theme, and we will also consider major shifts in the nature of American Indian sovereignty into the present. This course stresses the integrity and adaptability of American Indian identity to the experiences of Indian people. Particular topics include: Indian Removal and the concept of Indian Territory; Sovereignty: What does it mean? Encounters, east and west; Reservation Life; Pan-Indianism; John Collier and the Indian New Deal; the Indian Claims Commission; Termination and Relocation; Self-Determination and Indian Activism. Readings are designed to complement course session, and include documents, a monograph, a novel, and compiled oral histories of Indian peoples.

**Class time:** 30% lecture, 30% Discussion, 30% films

**Work load:** 100-120 pages of reading per week, 4-6 pages of writing per semester, 3 exams, 1 papers

**Grade:** 40% mid-semester exam(s), 25% final exam, 25% written reports/papers, 10% class participation

**Exam format:** Essay

#### **Amin 4231 The Color of Public Policy: African Americans, American Indians, and Chican**

**(Sec 001); Credit will not be granted if credit has been received for: AFRO 4231, AMIN 4231, CHIC 4231, AFRO 4231, CHIC 4231, AAS 4231; 3 cr; meets DELM req of classroom**

**Instructor:** Brewer, Rose Marie !!Morse Alumni Award!!

**Description:** This course is designed to familiarize students with the history of U.S. public policy development and social relations across racial-ethnic-nation cultures. The focus will be on the

United States, but recent developments from the global context will be incorporated for comparative purposes. In this course we will examine the structural and institutional conditions through which people of color have been systematically marginalized, and how diverse populations have fought for and won or lost policy change. The course will help students better understand and interpret the "dominant paradigm" in which public policy has been set. Then, we will examine how and why this paradigm has shifted over time, and what the current prospects are for policy transformation in the domestic and global arenas.

**Class time:** 20% lecture, 40% Discussion, 40% community research

**Work load:** 100 pages of reading per week, 40 pages of writing per semester, 6 papers

**Grade:** 20% final exam, 30% written reports/papers, 20% class participation, 30% community research

**Exam format:** take-home

**Amin 4501 Law, Sovereignty, and Treaty Rights  
(Sec 001); 3 cr; prereq 1001; meets CLE req of  
Citizenship/Publ Ethics Theme; meets DELM req of  
classroom**

**Instructor:** Wilkins, David E

**Description:** This course introduces the student to U.S. domestic policy and federal law as it pertains to American Indian peoples. First, we engage in a critical analysis of the interaction between the three principal actors--Indigenous nations, the Federal Government, and States. Second, we discuss the role of Indian activism, the media, and interest organizations in Indian law and policy formulation. Third, we briefly examine the historical development of major federal Indian policy eras. Finally, we engage in a focused analysis of several specific federal policy initiatives that are particularly contentious at the moment--Indian gaming, religious freedom, federal recognition, and the international arena.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 25-40 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers, weekly questions

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% weekly questions

**Exam format:** essay

**ASL 3703 American Sign Language III**

**(Sec 001-006); 5 cr; 1702 with final grade of at least [S or C-] or instr consent ; 1702 with final grade of at least [S or C-] or instr consent ; meets DELM req of classroom; meets DELM req of partially internet based**

**Instructor:** STAFF

**Description:** Expanded instruction of American Sign Language receptive and expressive activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, narrative skills, cultural behaviors, and aspects of deaf culture. Abstract and conversational approach. (SP-ASL 1702 or instructor approval)

**ASL 3704 American Sign Language IV**

**(Sec 001-008); 5 cr; prereq 3703 with final grade of at least [S or C-] or instr consent ; meets DELM req of classroom; meets DELM req of partially internet based**

**Instructor:** STAFF

**Description:** Increases the emphasis on more abstract and challenging conversational and narrative range. Includes receptive and expressive readiness activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, various aspects of deaf culture and cultural behavior rules. (SP-ASL 1703 or instructor approval)

**ASL 3705 Cultural Perspectives of Deafness**

**(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom; meets DELM req of partially internet based**

**Instructor:** STAFF

**Description:** Introduction to the deaf community as a linguistic and cultural minority group. The role of deaf people in the larger society, political activism, laws, access to information, educational philosophies and methods, and communication systems.

## American Studies

104 Scott Hall: 612/624-4190

## American Sign Language

240 VoTech Building: 612/624-1274

**ASL 1701 American Sign Language I**

**(Sec 001-007); 5 cr; meets DELM req of classroom; meets DELM req of partially internet based**

**Instructor:** STAFF

**Description:** A study of the fundamentals of American Sign Language: Introduction to learning and understanding American Sign Language, cultural values and rules of behavior of the deaf community in the United States. Includes receptive and expressive readiness activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, and deaf culture.

**ASL 1702 American Sign Language II**

**(Sec 001-008); 5 cr; 1701 with a final grade of at least [S or C-] or instr consent ; 1701 with a final grade of at least [S or C-] or instr consent ; meets DELM req of classroom; meets DELM req of partially internet based**

**Instructor:** STAFF

**Description:** Continuation of the study of the fundamentals of American Sign Language: Increased communication skill in American Sign Language, cultural values and behavioral rules of the deaf community in the U.S., receptive and expressive, sign vocabulary, grammatical structure, receptive and expressive finger spelling and aspects of deaf culture. (SP-ASL 1701 or instructor approval)

**AmSt 1002 American Popular Arts and Public Life, 1940 to present**

**(Sec 010); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Young, Stephen Daniel

**Description:** How did a clothing style inspire violence in the 1940s? Why did men dream of robot wives in the 1970s? And why was Mr. T hanging around the White House in the 1980s? The decades since 1940 have been nothing short of revolutionary in terms of both the size and impact of commercial popular culture. We have reached a point where, for better or for worse, politics is almost unimaginable without the mass media, and where popular culture serves as our primary source of both national identity and historical memory. This course introduces you to the view that history is more than a series of names and dates, politics is more than what happens in the voting booth, and popular culture is much more than mere entertainment.

**Class time:** 40% lecture, 40% Discussion, 20%

Viewing/Listening

**Work load:** 60-80 pages of reading per week, 24-26 pages of writing per semester, 1 exams, 2 papers, Term Paper with Proposal and Draft

**Grade:** 20% final exam, 20% written reports/papers, 20% class participation, 40% Term Paper

**Exam format:** Take home short answer

**AmSt 1012 Migrants, Refugees, Citizens, and Exiles: The U.S. on an Immigrant Planet**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Todorova, Miglena S

**Description:** Does it matter what label we attach to people when they come to the United States? Perhaps you have heard arguments in the media for or against various terms: "migrant," "refugee," "exile," "undocumented," "illegal," "asylum seeker," "alien," "citizen." This introductory class will examine the ways in which migrations from across the globe are shaped by legal categories and cultural images that are based on race, class, gender, and sexuality. The course thus conscientiously departs from traditional narratives of migration that focus exclusively on European immigrants coming to the United States and fulfilling "the American dream" This course is designed instead to offer students a way of understanding the central roles that various migrations have played in the United States and the larger Americas. It considers how different migrations have been central to the definition of national identity and have transformed American law and culture, and it investigates how social processes such as war, work, or sexuality influence to whom different labels or categories are applied. The course focuses on a number of specific historical migrations including, but not limited to, Chinese migration and exclusion, the fortification of U.S. borders, Dakota migrations, and contemporary tourism.

**Class time:** 70% lecture, 30% Discussion  
**Work load:** 70-80 pages of reading per week, 8-12 pages of writing per semester, 2 exams, 4 papers  
**Grade:** 20% mid-semester exam(s), 25% final exam, 40% written reports/papers, 15% class participation  
**Exam format:** short answer and essay

**AmSt 3001 Contemporary Perspectives on Asian America (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** Fajardo, Kale Bantigue  
**Description:** Where are Asian Americans located locally, regionally, nationally, and globally? Does geographic location make a difference in how Asian Americans understand and experience their identities and communities? How do different places and the politics in these places (for example, Asia, U.S. west coast, U.S. Midwest, New York, Hawaii, Caribbean) affect Asian/American experiences, identities and communities? This course focuses on different sites in Asian America to better understand the complexity, beauty, and problems of Asian America. Key questions for the course include: How do Asians/Asian Americans in diverse geographic locations experience, historicize, politicize, visualize, and/or imagine themselves and their communities in the context of the U.S., Asian America, and beyond? Who, what, where, when, and how is Asian America? What are the cultural politics of space, place, and movement in Asian America? How do these issues play out in Minnesota/Twin Cities? Participants in this course will seriously explore and engage these questions and themes by reading theory, literature, film, and art and working on a group research project about an Asian American space, place, or movement in the Twin Cities.

**Class time:** 40% lecture, 20% Discussion, 40% 20% films, 20% group work  
**Work load:** 80 pages of reading per week, 16 - 19 pages of writing per semester, 4 papers, 1 class presentation and 1 group research project  
**Grade:** 50% written reports/papers, 25% special projects, 25% class participation

**AmSt 3113W America's Diverse Cultures (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Child, Brenda J !!Outstanding Service Award!!  
**Description:** The Twin Cities are global cities in an international state! Minnesota, contrary to the stereotypes, has always been a racially and culturally diverse state. This course will examine what diversity and pluralism mean and how they work in the United States by focusing on Minnesota. How did the cultural groups who contributed to the making of Minnesota influence the development of ideas, laws, and movements in the state and beyond? As we focus on Minnesota as a site of cultural diversity, we will address the following questions: Who are the people

indigenous to Minnesota and what did they experience with the founding of the state? How and why did specific groups of people travel and move to Minnesota? How have global politics, the economy, and work, influenced decisions to choose Minnesota? How have groups built community in Minnesota? What artistic, literary, and other contributions have they made to Minnesota life? We will apply these questions to Native peoples, early immigrants from Europe, and recent immigrants and refugees. Students will read historical accounts, memoirs, novels and view films and art.

**Class time:** 50% lecture, 25% Discussion, 25% Film or Speaker  
**Work load:** 70 pages of reading per week, 10-14 pages of writing per semester, 1 exams, 2 papers, 2 museum visits  
**Grade:** 25% final exam, 50% written reports/papers, 25% class participation  
**Exam format:** essay, short answer

**AmSt 3114 America in International Perspective (Sec 001); Credit will not be granted if credit has been received for: JPN 3167, JPN 3167, JPN 3167; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Pierce, Jennifer L  
**Description:** Why did people from different regions come to the United States and how does that influence their experience here? What are their hopes, dreams, and realities? What does it mean to become "American" and search for identity and place in our current social, political, and economic climate? This course takes post-1965 immigration as a point of departure to consider the experiences of recent immigrants to the United States from several different regions of the world and uses this most recent wave of immigration to the U.S. as a lens for looking at America in international perspective. We begin by considering the impact of globalization in the U.S. and around the world, with particular attention to the flows of people and electronic images that cross national borders. In the next section, we examine the experiences of recent migrants from Southeast Asia, the Caribbean, and Mexico. And finally, we consider relevant policy questions-many of them actively being debated in the current election cycle-- such as the meanings of citizenship, cultural democracy, the rights of non-citizens, and the responsibilities of host states to them. For interested students, there is also a service learning option that makes it possible to take the course for four credits rather than three.

**Class time:** 60% lecture, 20% Discussion, 20% Film  
**Work load:** 80-100 pages of reading per week, 4-5 pages of writing per semester, 2 exams, 1 papers  
**Grade:** 35% mid-semester exam(s), 35% final exam, 30% written reports/papers  
**Exam format:** essay short answer

**AmSt 3116 Jews and Popular Culture in 20th Century United States (Sec 001); Credit will not be granted if credit has been received for: JWST 3116, JWST 3116; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Prell, Riv-Ellen  
**Description:** Jews have helped to create an American culture through music, film humor, superhero comics, television, radio and many other practices since they arrived in the United States as immigrants from Europe in the nineteenth century. Woody Allen, Jerry Seinfeld, and Sarah Silverman have had their counterparts in every era. Jews have been represented in these media as unattractive, clever, obsessed with power and money, unmanly, compassionate, excessive, moral, and hip. Jews have been part of culture industries that have brought them into relationship with Americans of color, wealthy elites, and other European immigrants, and have worked out those connections in every aspect of that industry. This course offers an understanding of American Jewish history of the last century through Jews' deep involvement with popular culture. What drew Jews to the culture industries and continues to do so? How did popular culture serve as an arena to both assimilate and resist

assimilation? How did Jews reflect on what it meant to be American in this process? How can we look at popular culture in order to understand how American Jewish experience changed? Because the world of popular culture is not "real" but a fiction, what can we learn about the ways Jews were represented, often by other Jews, and about how they represented others?

**Class time:** 40% lecture, 30% Discussion, 30% reflection and experience of examples of popular culture

**Work load:** 60-75 pages of reading per week, 3-5 short papers/essays and a research paper

**Grade:** 40% written reports/papers, 20% class participation, 40% essays/exam

**AmSt 3253W American Popular Culture and Politics: 1940 to the Present**

**(Sec 001); 4 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** May, Elaine Tyler !!CLA Dean's Medal!!

**Description:** What does popular culture have to do with politics? Everything. In this course, we will examine how the United States and life within it changed since World War II as a result of domestic and international struggles. We will explore the role popular culture played in this transformation. During these years the nation became an international power, altering the ways in which Americans understood their place in the larger world. A new consumer culture and domestic ideal became linked to American identity and Cold War politics. Within the United States, challenges to the mainstream took the form of a new counter culture, the assertion of black citizenship, and the rise of feminism; each demanding participation in public life and a redefinition of the gender and racial hierarchies of the past. At the same time, international conflicts, particularly the American war in Vietnam, created divisions in the nation that still affect us today. In this course, we will look particularly at the ways in which these conflicts at home and abroad--war, cold war, and culture wars--have changed the ways Americans think about themselves as citizens and the place of our nation in the world. We will focus particularly on American films, although we will also consider other popular media and arts. The course is designed for American Studies majors as well as non-majors in any field.

**Class time:** 50% lecture, 20% Discussion, 30% film viewing

**Work load:** 80-100 pages of reading per week, 10-15 pages of writing per semester, 1 exams, 1 papers, plus quizzes and exams

**Grade:** 35% quizzes, 20% class participation, 45% written work-term paper

**Exam format:** essay

**AmSt 3920 Topics in American Studies: Who's Got the Story?**

**Memoir as Hist/Hist as Memoir (Sec 002); 3 cr; max crs 8; prereq jr or sr; meets DELM req of classroom**

**Instructor:** Becker, Matthew Paul

**Description:** Spring semester distinguished writers will come to campus to discuss how their craft is informed by the intersection of personal memory with history. This course is being offered in conjunction with this exciting conference series on Memoir and History and is designed to answer the question, "Who's got the story?" How is the memoirist's interpretation of personal memories similar to the historian's struggle to make meaning from artifacts, documents, and oral histories? How do their approaches and methods differ? How can we understand each craft-memoir and history-as storytelling? This course will incorporate the opportunities presented by the speakers' series to explore such questions. We will read and discuss several works in the series and will have the unique opportunity to see, hear, and engage with the authors of those works.

**Class time:** 60% Discussion

**Work load:** 50-80 pages of reading per week, 15 pages of writing per semester, 1 papers, 5 one page reaction papers, 1 discussion leadership assignment

**Grade:** 45% written reports/papers, 0% 55% 25% discussion

leadership, 30% class/conference attendance

**AmSt 3920 Topics in American Studies: Black Paris: The African Diaspora in Paris, France (Sec 003); 3 cr; max crs 8; prereq jr or sr; meets DELM req of classroom**

**Instructor:** Keaton, Trica Danielle

**Description:** "Black Paris," or "Paris Noir," focuses on the lived artistic, cultural, intellectual, and social experiences of African Americans, Africans, and Afro-Caribbeans in the City of Light. Through a variety of stimulating readings, films, and guest speakers, we will explore "Black Paris" from an interdisciplinary perspective, while seeking to understand why Paris, France continues to attract those who identify as "Black" and/or who are identified as "black"; throughout the African Diaspora. For nearly three centuries, Paris has been a site of "expatriation" for African Americans whose (im)migration to Paris inserts them into a broader social narrative of immigrant upward mobility rarely explored. However, France has reserved a very different reception for Africans and those from the French Antilles, with notable exceptions. We will seek, then, to understand a number of paradoxes, while examining how "race," the legacies of colonization, and U.S. apartheid have spurred (im)migration to this transnational city.

**Class time:** 40% lecture, 20% Discussion, 20% film; 20% Groupwork

**Work load:** 70-80 pages of reading per week, journals, visually enhanced presentation; final paper or project

**Grade:** 20% written reports/papers, 20% in-class presentations, 20% class participation, 40% final project

**AmSt 3920 Topics in American Studies: Culture Wars in the United States, 1945-2005**

**(Sec 001); 3 cr; max crs 8; prereq jr or sr; meets DELM req of classroom**

**Instructor:** Noble, David W !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

**Description:** Why, in contrast to Canada and the countries of Western Europe, did half the people in the United States in 2005 reject the idea of evolution and want creationism taught in the public schools? Why do so many more people in the United States than in Canada or in Western European nations reject abortion and oppose gay marriage? In this course we will look to the 1940s and 1950s for the origins of these bitter current debates. In particular, we will explore how the national government's adoption of anti-segregation and civil rights policies led to the creation of new alliances between Southern conservatives and conservatives in other regions. These alliances intensified in the 1960s in response to the strong anti-war movement of that decade and the movements for women's rights and rights for gays. In this course we will also examine how the shifting balance of political power between liberals and conservatives in this period, as a consequence of new alliances, resulted in a debate where religious values have been made central to American national identity. We will identify what groups are most likely to be part of the conservative and the liberal coalitions, taking religion, region, class, race, ethnicity, and gender into consideration, and study the methods characteristic of the various coalitions.

**Class time:** 67% lecture, 33% Discussion

**Work load:** 60-70 pages of reading per week, 18-21 pages of writing per semester, 3 papers

**Grade:** 75% written reports/papers, 25% class participation

**AmSt 3993 Directed Studies**

**(Sec 001-004); 1-9 cr; max crs 9, 1 repeat allowed; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Arrangements must be made with the professor who oversees the project.

**AmSt 4101 Gender, Sexuality, and Politics in America**

**(Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets**

**CLE req of Historical Perspective Core; meets DELM req of classroom****Instructor:** Franklin, Michael David**Description:** From the multibillion dollar American porn industry to girls and boys going wild on the beaches of Mexico during spring break, commercial sex shapes how we work, how we play, and how we consume. This class examines how porn, prostitutes, peep shows, and other facets of commercial sex influence how we think about gender and sexuality.

Multimillionaire porn star Jenna Jameson may seem to have very little to do with politics, but in this class we will use film and readings to understand how the porn star, the prostitute, the politician, the sex tourist, the porn consumer, and others are deeply embedded in the politics of gender and sexuality in America. NOTE: As this course will examine sex work and pornography, we will be looking at and discussing sexually explicit materials in an analytical and mature fashion. By considering such issues as the history of the American porn film industry, the 1980s feminist sex wars, contemporary sex tourism, and the rights of sex workers in America and beyond, we will unpack a history of gender and sexuality and address how they are informed by race, class, nationalism, citizenship status, globalization, and economics.

**Class time:** 10% lecture, 70% Discussion, 20% film**Work load:** 80-100 pages of reading per week, 9 pages of writing per semester, 2 exams, 3 papers**Grade:** 25% mid-semester exam(s), 25% final exam, 30% written reports/papers, 20% class participation**Exam format:** essay**AmSt 4962W Second Proseminar in American Studies****(Sec 001); 3 cr; prereq AmSt sr or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** May, Lary L !!Morse Alumni Award!!**Description:** In this the second proseminar students: 1) focus on the problems related to representative theme, figure, or period, and 2) research and write their senior thesis. American Studies majors engage in discussions and written exercises that demonstrate understanding of the discipline's subject matter, modes of inquiry, and particular insight into the human experience. A related goal of the proseminars is to provide a context in which students can engage in freedom of inquiry and speech and a vigorous exchange of ideas. Respect for different beliefs and points of view, set against a background of academic civility, is essential to our seminars. The aim of writing and debate is to strengthen the student's competence in reading, writing, and speaking with clarity. The seminars also encourage critical thinking and openness to new ideas, combined with intellectual independence and curiosity about the worlds in which we all live. The proseminars thereby expose students to an appreciation of the complexities of knowledge and the capacity to gain new perspectives about one's own life through the study of other groups and peoples. The second proseminar provides the classroom setting in which students develop a plan for researching and producing a project that helps define each student's academic interests. Finally, the writing of the senior paper comes as the culmination of the seminars.**Class time:** 10% lecture, 90% class projects (writing exercises for the research paper)**Work load:** 50 pages/week reading the first two weeks, last 14 weeks, all devoted to writing exercises for the research paper**Grade:** 30% class participation, 70% research paper**Animal Science****305 Haecker Hall: 612/624-2722****AnSc 3141 Advanced Dairy Judging****(Sec 001); 1 cr; prereq 2011 or instr consent; meets DELM req of classroom****Instructor:** Hansen, Leslie Bennett !!COAFES Distinguished Tchgr Awd; Morse Alumni Award!!**Description:** Especially for students interested in competing with

the intercollegiate dairy cattle judging team. A weekly class of four dairy cows will be selected for which oral reasons will be prepared. The one set of reasons each week will be presented numerous times to improve technique.

**Class time:** 100% Discussion**Work load:** 100% oral presentations.**Grade:** 100% in-class presentations**AnSc 3501 Farm Animal Environment****(Sec 001); 3 cr; prereq [2301, jr] or instr consent ; meets DELM req of classroom****Instructor:** El Halawani PhD, Mohamed E**Description:** This course is designed for upper level and graduate students. The nature of a farm animal's life is shaped in part by the environment which includes all the physical, chemical, and biological elements that surround the animal. The various components of the environment may either promote or impair farm animal performance by facilitating or inhibiting productive and reproductive processes. The course aims to provide a grounding in present knowledge of animal reactions to environmental problems that confront farm animal producers and to help develop approaches to solving the problems.**Class time:** 90% lecture, 10% Discussion**Work load:** 15 pages of reading per week, 4 exams**Grade:** 100% mid-semester exam(s), 0% mid quarter exam**Exam format:** Essays**Anthropology****395 HHCtr: 612/625-3400****Anth 1003W Understanding Cultures****(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** STAFF**Description:** Introduction to social and cultural anthropology for undergraduate majors and non-majors. Comparative study of societies and cultures around the world. Topics include adaptive strategies; economic processes; kinship, marriage and gender, social stratification; politics and conflict; religion and ritual; personality and culture. We will survey a variety of human cultures and explore theories about the evolution, function and meaning of culture.**Class time:** 75% lecture, 25% Discussion**Work load:** 50-100 pages of reading per week, 10-15 pages of writing per semester, 2-4 exams, exams include quizzes and final**Exam format:** multiple choice; essay**Applied Business****101 Wesbrook Hall: 612/624-4000****ABus 4101 Accounting for Managers****(Sec 001); 3 cr; A-F only; prereq Financial accounting, at least 45 cr; meets DELM req of internet delivered; meets DELM req of classroom****Instructor:** STAFF**Description:** Expands on student's lower division work in financial accounting. Emphasis is on using accounting data to make day-to-day management decisions such as: determining cost-volume-profit relationships, measuring various costs, evaluating capital budgets and the acceptability of investment projects, constructing profit plans, evaluating budget variances, and analyzing activity costing and standard costs.**ABus 4104 Management and Human Resource Practices****(Sec 001); 3 cr; A-F only; prereq At least 45 cr; meets DELM req of internet delivered**

**Instructor:** STAFF

**Description:** Introduces students to a broad overview of human resource practices in organizations as well as basic responsibilities of front line managers. Emphasis is on providing day-to-day leadership including organizing work, motivating employees, and delegating, coordinating and achieving results. Human resource practices carried out at the front line include selection induction and training of new employees, employee appraisal, handling grievances and discipline.

**ABus 4993 Directed Study**

**(Sec 001-005); 1-3 cr; max crs 6; prereq instr consent , dept consent ; meets DELM req of independent study**

**Instructor:** STAFF

**Description:** Specially arranged projects, trips, or field work. Primarily for B.A.S. students in the Applied Business program or other B.A.S. majors. Non-B.A.S. students must have academic adviser approval and meet course prerequisites. [See B.A.S. Web site at [www.cce.umn.edu/bas](http://www.cce.umn.edu/bas) for additional course information.]

**ABus 4999 Practicum**

**(Sec 001-008); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq BAS student in applied business, at least 33 applied-business cr, instr consent, dept consent; meets DELM req of independent study**

**Instructor:** STAFF

**Description:** May involve project in the student's employing organization; project in an organization providing an internship; integration of projects drawn from previous coursework; or development of a business plan for a new venture or expansion of an existing business. Students meet in scheduled class sessions on limited basis.

## Applied Economics

231 Classroom Office Building:  
612/625-1222

**ApEc 1101 Principles of Microeconomics**

**(Sec 001); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Taff, Steven J

**Description:** Economics is the study of choices made under conditions of scarcity and is divided into two major subject matter areas: micro and macro economics. This course, Principles of Microeconomics, is concerned mainly with the economic decisions of individual consumers and producers and how they interact under various market and regulatory environments. The major emphasis in the course will be on economic concepts and their applications to current economic issues and day-to-day business operations.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 40 pages of reading per week, 2 exams, daily quizzes, weekly homework assignments

**Grade:** 25% mid-semester exam(s), 40% final exam, 20% quizzes, 15% homework assignments

**Exam format:** Multiple choice, short answer problem solving

**ApEc 3001 Applied Microeconomics: Consumers, Producers, and Markets**

**(Sec 001); Credit will not be granted if credit has been received for: ECON 3101, ECON 3105, ECON 3105, ECON 3111, ECON 3101H; 4 cr; prereq [[1101 or Econ 1101], [Math 1142 or Math 1271]] or instr consent ; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Carlin, Caroline S

**Description:** This is a course in intermediate microeconomic theory, focusing on both consumer and producer decisions. Starting from a foundation in the fundamental theory of supply and demand, we will learn about markets, pricing, investment,

the effects of government regulations, and market failures. The course will be primarily lecture, but discussion will be generated through in-class exploration of problem solving. This course is the first in a sequence with ApEc3002 (Managerial Economics). The primary audience for this course is undergraduate students in Agriculture and Food Business Management and Applied Economics.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 30 pages of reading per week, 3 exams

**Grade:** 40% mid-semester exam(s), 25% final exam, 15% quizzes, 20% problem solving

**Exam format:** Short answer and problems

**Course URL:** <http://www.apec.umn.edu/faculty/ccarlin>

**ApEc 3002 Applied Microeconomics: Managerial Economics (Sec 001); 4 cr; prereq [[3001 or ECON 3101 or Concurrent registration is required (or allowed) in 3001 or Concurrent registration is required (or allowed) in ECON 3101], [OMS 2550 or STAT 3011 or Concurrent registration is required (or allowed) in OMS 2550 or Concurrent registration is required (or allowed) in STAT 3011]] or instr consent ; meets DELM req of classroom**

**Instructor:** Homans, Frances Reed !!COAFES Distinguished Tchg Awd!!

**Description:** This course focuses on the application of microeconomic theory to managerial problems. Lectures, readings, problem sets, lab sessions, case studies, and discussions integrate theory and applications. Topics include: an introduction to regression analysis, demand analysis and demand function estimation, cost function estimation, resource allocation decisions, linear programming, market structure, pricing policy, risk analysis, and capital budgeting. This course is the second in a sequence that begins with ApEc 3001, Consumers and Markets.

**Class time:** 50% lecture, 10% Discussion, 40% Laboratory

**Work load:** 30 pages of reading per week, 3 exams, written lab assignments and problem sets

**Grade:** 50% mid-semester exam(s), 25% final exam, 25% Lab and problem set assignments

**Exam format:** Problems, short answer, short essay

**ApEc 3006 Applied Macroeconomics: Government and the Economy**

**(Sec 001); Credit will not be granted if credit has been received for: ECON 3102, ECON 3112, ECON 3102H; 3 cr; prereq [[1102 or Econ 1102], [3001 or Econ 3101]] or instr consent ; meets DELM req of classroom**

**Instructor:** Okediji, Olutade O

**Description:** This course is an analysis of the aggregate economy - the determination of aggregate output, unemployment and inflation in the short-run and the long-run. We will focus on topics such as the determination of national income, employment, interest rates and the price level. Additionally, we will discuss reasons for the fluctuations in the business cycle and the role of macroeconomic policies through institutions such as the Federal Reserve to influence aggregate economic activity.

**Class time:** 100% lecture

**Work load:** 40 pages of reading per week

**Grade:** 40% mid-semester exam(s), 35% final exam, 25% quizzes

**Exam format:** Essay

**ApEc 3007 Applied Macroeconomics: Policy, Trade, and Development**

**(Sec 001); 3 cr; prereq [1101 or Econ 1101], [1102 or Econ 1102]; 3001, 3006 recommended; meets CLE req of International Perspective Theme; meets DELM req of classroom**

**Instructor:** Runge, Carlisle Ford

**Description:** This is an undergraduate course in trade and economic development addressed in four main parts. Part I will lay out what we know about international trade and its role in the process of economic development: how trade has grown over recent centuries, the particular role of trade in agriculture, and

concerns over globalization and the welfare of developing countries. Part II will consider what economists theorize about international trade--how we know about trade and development. We will consider traditional theories of trade and the roles of comparative advantage, resource endowments, and factor mobility as well as more contemporary aspects involving economies of scale and imperfect competition. Part III of the course will discuss the trade policy instruments and institutions that make trade and development happen: the private financial sector, the International Monetary Fund, World Bank, World Trade Organization, and World Intellectual Property Organization. Part IV will consider how the international movement of capital, technical change, and location affect trade and development.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 50 pages of reading per week, 30 pages of writing per semester, 3 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 40% final exam, 30% written reports/papers

**Exam format:** Multiple choice, short essay and numerical questions

#### **ApEc 3451 Food and Agricultural Sales**

**(Sec 001, 002); 3 cr; prereq 1101 or Econ 1101; meets DELM req of classroom**

**Instructor:** Nefstead, Ward Elliot

**Description:** Professional selling of agricultural and food products. Building and refining sales abilities, identifying and qualifying prospects, delivering effective sales presentations and closing the sale, utilizing principles of market research including market segmentation methods. The class will involve explorations of careers in sales via guest speakers and other audiovisual aids. Students will develop and deliver a professional sales presentation.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 20 pages of reading per week, 5 pages of writing per semester, 2 exams

**Grade:** 15% mid-semester exam(s), 20% final exam, 50% special projects, 15% lab work

**Exam format:** Essay

**Course URL:** <http://www.apec.umn.edu/faculty/wnefstea>

#### **ApEc 3611 Environmental and Natural Resource Economics** **(Sec 001); 3 cr; prereq 1101 or Econ 1101; meets CLE req of Environment Theme; meets DELM req of classroom**

**Instructor:** Easter, K William

**Description:** This introductory course intends to show how economic reasoning can be used to develop insights into the causes, and consequences, of appropriate policies for a variety of natural resource and environmentally related problems. The first part of the course covers general topics in the field of natural resource economics, including benefit-cost, market failures, pollution, and the valuation of nonmarket goods. This is followed by consideration of specific natural resources, such as energy and water resources. The final part of the course focuses on environmental policy design which recognizes irreversibility and a safe minimum standard. The analysis of pollution and pollution control emphasizes the interaction between humans and natural environmental systems. Strong international orientation. Tom Tietenberg, ENVIRONMENTAL ECONOMICS POLICY. Target audience: NRES majors, international students, applied economics students and other students interested in environmental and natural resource problems.

**Class time:** 100% lecture

**Work load:** 30-40 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 papers

**Grade:** 50% mid-semester exam(s), 25% final exam, 20% written reports/papers, 5% problem solving

**Exam format:** Short essays and problems

**Course URL:**

<http://www.apec.umn.edu/faculty/weaster/apec3611.html>

#### **ApEc 3811 Principles of Farm Management**

**(Sec 001); 3 cr; prereq 1101 or Econ 1101; meets DELM req**

#### **of classroom**

**Instructor:** Olson, Kent D

**Description:** Strategic and operations aspects of farm management; strategic management; budgeting; production and operations planning; quality management and control; financial analysis and management; investment analysis; land purchase and rental; risk management; contract evaluation; and staffing and organization. Students completing the course will be able to: 1) Define the terms and concepts commonly used in farm management; 2) Apply methods to identify issues and analyze strategic options for farms; 3) Apply operations management techniques within a systems perspective of other parts of the farm, and the uncertain economic, climatic, and biological environments in which farms operate; 4) Apply knowledge obtained in previous courses to farm management problems; and 5) Strengthen skills in teamwork, problem solving, interviewing, speaking, and report writing. The target audience is primarily undergraduates in an agricultural major, although graduate students in agricultural fields may benefit from this course as well.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 25 pages of reading per week, 20 pages of writing per semester, 2 exams, 8 papers

**Grade:** 30% mid-semester exam(s), 30% final exam, 40% problem solving

**Exam format:** Short answer, short essay, multiple choice, problems.

**Course URL:**

<http://www.apec.umn.edu/faculty/kolson/classes.html>

#### **ApEc 3821 Retail Center Management**

**(Sec 001); 3 cr; prereq [1101 or Econ 1101], [1251 or Acct 2050]; meets DELM req of classroom**

**Instructor:** Nefstead, Ward Elliot

**Description:** Management of garden centers, grocery stores and other retail units selling perishable agricultural products. This course will involve accounting and management aspects of related retail business. Part of the class with focus on ecommerce applications. Group exercises and management cases/simulations will be used as well as assigned projects off campus.

**Class time:** 70% lecture, 15% Discussion, 15% Laboratory

**Work load:** 35 pages of reading per week, 10 pages of writing per semester, 3 exams

**Grade:** 20% mid-semester exam(s), 35% final exam, 20% special projects, 10% lab work, 15% problem solving

**Exam format:** Multiple choice, essay, short answer

**Course URL:** <http://www.apec.umn.edu/faculty/wnefstea>

#### **ApEc 3991 Independent Study in Applied Economics**

**(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Independent study and supervised reading and research on subjects and problems not covered in regularly offered courses. Coursework varies by instructor. No exams usually given.

#### **ApEc 4096 Professional Experience Program: Internship**

**(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; S-N only; prereq COAFES jr or sr, instr consent, complete internship contract available in COAFES Career Services before enrolling; UC only; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Professional experience in agribusiness firms or government agencies gained through supervised practical experience; evaluative reports and consultations with faculty advisors and employers.

#### **ApEc 4311 Tourism Development: Principles, Processes, Policies**

**(Sec 001); 3 cr; prereq 1101, 1102 or Econ 1101, 1102; meets DELM req of classroom**

**Instructor:** Messer, Cynthia Cosdon

**Description:** Growth in tourism in the last twenty-five years has led to development consequences that are not always planned for, or welcomed. This course is designed to foster a better understanding of tourism development and its impact upon destinations and communities. This course begins by exploring the historic evolution of tourism; and events and activities that serve as antecedents of modern-day travel and tourism. The course reviews the economic, socio-cultural and environmental impacts, both positive and negative, of tourism development. Government policies and management strategies in tourism development are discussed. Models used to plan for tourism development are examined.

**Class time:** 50% lecture, 30% Discussion, 20% video, guests, inclass activities

**Work load:** 25 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 20% special projects, 5% class participation

**Exam format:** essay, short answer, true/false

#### ApEc 4481 Futures and Options Markets

**(Sec 001); Credit will not be granted if credit has been received for: APEC 5481; 3 cr; prereq [[3001 or Econ 3101], [AnSc 2211 or OMS 1550 or Stat 3011], 60 cr] or instr consent; meets DELM req of classroom**

**Instructor:** Buhr, Brian Lee

**Description:** This course regards the study of futures and options markets. Primary emphasis will be on commodity futures markets (e.g., food complex, energy complex, metals complex); however, consideration will also be given to financial, currency and stock market futures and options. Approximately the first one-third of the course will focus on futures and options markets history, roles of participants, and tactics and strategies for usage of futures and options. Two-thirds of the course will focus on the application of futures and options markets to risk management, including their role in forward pricing and derivatives markets. Analytic skills including calculus and statistics will be important for successful completion of the course. Students will also participate in risk management case studies, an online trading simulation and tours of the Minneapolis Grain Exchange.

**Class time:** 75% lecture, 20% Discussion, 5% Tours to Minneapolis Grain Exchange

**Work load:** 25 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, Case study exercises and interactive trading

**Grade:** 30% mid-semester exam(s), 40% final exam, 5% written reports/papers, 5% special projects, 5% class participation, 15% problem solving

**Exam format:** Multiple Choice, True/False, short Answer Problem Solving

**Course URL:** <http://www.webct.umn.edu>

#### ApEc 4821W Business Economics and Strategy

**(Sec 001); 3 cr; prereq 3002, [3501 or FINA 3001], MGMT 3001; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Yeap, Clarissa A

**Description:** Strategic and operations management for production, processing, wholesaling, retailing, and service. Establishing mission and goals; strategy formation, implementation, and control; quality management, process selection, operations planning, inventory management, human resource issues; business plans; case study analysis. Students completing the course will be able to: 1) Define the terms and concepts commonly used in the strategic and operations management literature; 2) Describe the tasks included in strategic and operations management and explain the relationships between strategic and operations management; 3) Apply methods to identify strategic issues and to analyze strategic options for firms in the food system; 4) Understand how strategic plans are formulated and executed successfully in a variety of organizational circumstances; 5) Apply operations management techniques within a systems perspective of other parts of the business and the uncertain economic, climatic, and

biological environments in which these businesses operate; 6) Apply knowledge obtained in previous courses to agribusiness management problems; and 7) Develop and strengthen skills in teamwork, problem solving, speaking, and report writing. The target audience is primarily undergraduates in the agricultural and food business management major, although other students may benefit from this course as well.

**Class time:** 40% lecture, 25% Discussion, 35% Laboratory

**Work load:** 60 pages of reading per week, 60 pages of writing per semester, 4 exams, 8 papers, 1 term project with oral and written work.

**Grade:** 40% mid-semester exam(s), 40% written reports/papers, 20% special projects

**Exam format:** Short answer, short essay, problems

#### ApEc 5032 Economic Data Analysis for Managerial and Policy Decisions

**(Sec 001); 3 cr; prereq [5031 or instr consent, familiarity with SAS; meets DELM req of classroom**

**Instructor:** Davis, Elizabeth E

**Description:** This course explores statistical and econometric methods for the analysis of large data sets to support managerial and policy decisions. Topics include: Methods for organizing, accessing, and ensuring the quality of data; Estimation techniques including panel data methods, limited dependent variable models, and time series analysis; Clarity of reporting and design of procedures for maintaining and updating data and estimates. The intended audience is graduate students who have taken a masters level course in econometrics.

**Prerequisites:** ApEc 5031 and familiarity with SAS or instructor consent.

**Class time:** 50% lecture, 25% Discussion, 25% Laboratory

**Work load:** Student project and homework assignments using computer applications

#### ApEc 5341 Public Finance

**(Sec 001); 3 cr; A-F only; prereq 3001 or Econ 3101 or PA 5021; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** Kalambokidis, Laura TJ

**Description:** If the most efficient way to provide goods and services is through private markets, why are goods and services ever provided by governments? When government provision of services is advisable, which level of government (federal, state, or local) should provide them? Which level of government should pay for those services? With which revenue sources should public expenditures be funded? Which types of taxes should be levied and on whom? What is the likely impact of changes in tax policy? This course will examine these questions by applying economic theory to current examples and issues facing federal, state or provincial, and local governments. Broadly, the course will cover: - The role of government in a market economy; - Trends and theories of public expenditure; - Trends and theories of government revenue; and - Tax policy.

**Class time:** 100% lecture

**Work load:** 30 pages of reading per week, 3 exams, A paper will be required of students taking the course for graduate credit

**Grade:** 50% mid-semester exam(s), 30% final exam, 20% problem solving

**Exam format:** Mixed

#### ApEc 5711 U.S. Agricultural and Environmental Policy

**(Sec 001); 3 cr; prereq 3001 or Econ 3101; meets DELM req of classroom**

**Instructor:** Runge, Carlisle Ford

**Description:** This course provides an overview of international issues in agricultural and environmental policy with an emphasis on issues of globalization, trade and resource use. The first part of this course is devoted to the historical context in which agricultural and environmental policies have evolved, and relies on a historical treatment of agricultural commodity markets in the midwest, William Cronon's, "Nature's Metropolis: Chicago and the Great West". It also draws on Willard Cochrane's, "The Development of American Agriculture". The second part of the

course focuses on international agricultural and trade policy, drawing from the book by W. W. Cochrane and C. F. Runge, "Reforming Farm Policy: Toward a National Agenda". The third part of the course deals with international trade and environmental policy.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 75 pages of reading per week, 10 pages of writing per semester, 2 exams

**Grade:** 50% mid-semester exam(s), 40% final exam, 10% written reports/papers

**Exam format:** Multiple choice and essay; take-home essay for final

**ApEc 5891 Independent Study: Advanced Topics in Farm and Agribusiness Management**

**(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Special topics or individual work.

**Class time:** 10% Varies/individuals approach

**Work load:** Varies by instructor

**Grade:** 100% Varies

**ApEc 5991 Special Topics and Independent Study in Applied Economics**

**(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Special classes, independent study, and supervised reading and research on subjects not covered in regularly offered courses. Coursework varies by instructor. No exams usually given.

## Arabic

808 Social Sciences Tower: 612/624-9847

**Arab 1102 Beginning Arabic**

**(Sec 001, 002); 5 cr; prereq 1101 or equiv or instr consent; meets DELM req of classroom**

**Instructor:** Khalek, Hisham A

**Description:** Arabic 1102 is the second in a sequence of courses aimed at reading, speaking, listening, and writing formal Arabic, also known as Modern Standard Arabic. The four language skills of reading, listening, writing, and speaking will be utilized and practiced. The class focuses on learning basic grammar and its applicability in daily conversations, reading elementary level Arabic, and writing simple sentences. Listening drills and exercises are also applied and practiced in class and in the language lab by listening and watching audio and video materials. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is Al-Kitaab, Part One. By Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

**Class time:** 40% lecture, 10% Closed Circuit TV, 40% Discussion, 10% Culture.

**Work load:** 10 pages of reading per week, 2 exams, 6 quizzes; homework assignments.

**Grade:** 20% mid-semester exam(s), 20% final exam, 30% quizzes, 10% class participation, 20% 20% homework.

**Exam format:** Multiple choice and fill in the blank.

**Arab 3102 Intermediate Arabic II**

**(Sec 002); 5 cr; prereq 3101 or instr consent; meets DELM req of classroom**

**Instructor:** Chahine, Iman Chafik

**Description:** Arabic 3102 is a continuation of Arabic 3101. It is designed to further develop language proficiency in modern standard Arabic in the four language skills. In speaking, the focus is on the use of everyday expressions through discussion and presentations. In reading, the focus is on reading authentic

materials from Arabic journals and magazines. Writing is emphasized especially through writing weekly journals and homework assignments. Listening exercises and drills are utilized in class by listening to audio tapes and watching video materials. The course also trains and prepares students to take the Graduation Proficiency Test which is a CLA requirement administered by the language center. In addition, students will further develop and enhance their knowledge of the culture of the Arab world. The target audience is undergraduate and graduate students.

**Class time:** 30% lecture, 10% Closed Circuit TV, 50% Discussion, 10% culture

**Work load:** 10 pages of reading per week, 20 pages of writing per semester, 2 exams, 6 quizzes, 1 presentation, and homework assignments

**Grade:** 10% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% quizzes, 5% in-class presentations, 10% class participation, 10% homework assignments; 5% oral exam

**Exam format:** Multiple choice, fill in the blank, and inference from reading short articles

**Arab 3102 Intermediate Arabic II**

**(Sec 001); 5 cr; prereq 3101 or instr consent; meets DELM req of classroom**

**Instructor:** Khalek, Hisham A

**Description:** Arabic 3102 is a continuation of Arabic 3101. It is designed to further develop language proficiency in modern standard Arabic in the four language skills. In speaking, the focus is on the use of everyday expressions through discussion and presentations. In reading, the focus is on reading authentic materials from Arabic journals and magazines. Writing is emphasized especially through writing weekly journals and homework assignments. Listening exercises and drills are utilized in class by listening to audio tapes and watching video materials. The course also trains and prepares students to take the Graduation Proficiency Test which is a CLA requirement administered by the language center. In addition, students will further develop and enhance their knowledge of the culture of the Arab world. The target audience is undergraduate and graduate students.

**Class time:** 30% lecture, 10% Closed Circuit TV, 50% Discussion, 10% culture.

**Work load:** 10 pages of reading per week, 20 pages of writing per semester, 2 exams, 6 quizzes, 1 presentation, and homework assignments.

**Grade:** 10% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% quizzes, 5% in-class presentations, 10% class participation, 0% 10% homework assignments; 5% oral exam.

**Exam format:** Multiple choice, fill in the blank, and inference from reading short articles.

**Arab 5102 Advanced Arabic II**

**(Sec 001); 3 cr; max crs 4, 1 repeat allowed; prereq 5101 or instr consent; meets DELM req of classroom**

**Instructor:** Khalek, Hisham A

**Description:** Arabic 5102 is a continuation of 5101 and the second in a two-course series. The course is designed to reinforce and capitalize on the beginning and intermediate levels to advance language proficiency in formal Arabic. In speaking, the course trains students to understand and use complex and compound sentences. In reading, the course trains students to apply the dialectical marks when reading from scholarly textbooks and journals. Writing skills are enhanced through the writing of weekly journals, homework assignments, and translations. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. The course is also aimed at advancing students knowledge of the cultures of the Arab world. The target audience is undergraduate and graduate students. The text is Al-Kitaab, Part Two, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

**Class time:** 20% lecture, 20% Closed Circuit TV, 60% Discussion

**Work load:** 15 pages of reading per week, 30 pages of writing per semester

**Grade:** 0% 30% written journals, 20% translations, 10% class participation, 30% tests, 5% presentation, and 5% oral examination.

**Exam format:** Fill in the blank, multiple choice, content-based inference.

## Architecture

*110 Architecture Building: 612/624-7866*

### Arch 1281 Design Fundamentals I

(Sec 001); 4 cr; A-F only; meets DELM req of classroom

**Instructor:** Van Duzer, Leslie Kathryn

**Description:** Design Fundamentals I exposes students to the breadth of the discipline of architecture through lectures, films, hands-on studio work, and field trips. Students are introduced to core design principles with an emphasis on the interdisciplinary nature of the field. Design Fundamentals I will help students generate the design work required for admission to all of the architecture programs.

### Arch 3282 Undergraduate Architecture Studio II

(Sec 001); 6 cr; A-F only; prereq 4281, arch major; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Exploration of human response to the natural forces of gravity, light, and air and their influence on the organization of material form to create places of human habitation.

### Arch 3351 AutoCAD I

(Sec 002); Credit will not be granted if credit has been received for: ARCH 5351, LA 5351, ARCH 5351, LA 5351, ARCH 5351; 3 cr; prereq Arch major or BED major or instr consent ; meets DELM req of classroom

**Instructor:** Anderson, Kristine

**Description:** Basic concepts, tools, and techniques of computer-aided drawing with current AutoCAD Release. Strategies and techniques for producing dimensioned and annotated drawings suitable for plotting, and an introduction to 3-D drawing capabilities. Use of dimension variables, attributes, blocks, and symbols

### Arch 3351 AutoCAD I

(Sec 001); Credit will not be granted if credit has been received for: ARCH 5351, LA 5351, ARCH 5351, LA 5351, ARCH 5351; 3 cr; prereq Arch major or BED major or instr consent ; meets DELM req of classroom

**Instructor:** Dozier, James

**Description:** Basic concepts, tools, and techniques of computer aided drawing with current AutoCAD release. Strategies and techniques of producing dimensioned and annotated drawings suitable for plotting and an introduction to 3-D drawing capabilities. Use of dimension variables, attributes, blocks, symbols, and the creation of customized menus.

### Arch 3412 Architectural History since 1750

(Sec 001, 012); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom

**Instructor:** Iannacone, Rachel

**Description:** History and theories of architecture and related landscapes and urban forms since 1750.

### Arch 4361 3-D Computer Architectural Modeling and Design

(Sec 001, 002); Credit will not be granted if credit has been received for: ARCH 5361, ARCH 5361, ARCH 5361, ARCH 5361; 3 cr; A-F only; prereq 3351, Arch major; meets DELM

### req of classroom

**Instructor:** Dozier, James

**Description:** This class explores the use of 3-D computer modeling as a tool for representation in both abstract and realistic ways. Students will gain a good basic working knowledge of computer modeling software through assignments that include the creation and arrangement of objects, setting up lighting, developing surface materials, and creating still renderings and animations. The class also explores ways in which computer visualization can be used throughout the design process for: design exploration, feedback during the development of design ideas, and realistic representation of fully formed designs.

### Arch 4511 Materials and Methods I

(Sec 001); 3 cr; A-F only; prereq Arch BS; meets DELM req of classroom

**Instructor:** Roe, Sharon Louise

**Description:** Building materials, assemblies, and construction operations shaping building designs. Material properties for design/detailing of building systems, elements, and components. Implications in design applications. Modeling, hands-on building experiences.

### Arch 4521 Environmental Technology I

(Sec 001); 3 cr; A-F only; prereq Arch BS; meets DELM req of classroom

**Instructor:** Weber, Billy

**Description:** Issues related to environmental quality/design. Climate response. Heating, cooling, lighting design. Indoor air quality.

### Arch 4552 Integrated Design Processes

(Sec 001); 3 cr; A-F only; meets DELM req of classroom

**Instructor:** STAFF

**Description:** The course will provide a comprehensive understanding of the multiple engineered systems (structural, electrical, mechanical, plumbing, fire safety, lighting, etc.) that require design and integration in a contemporary architectural project. Students will examine the entire project team makeup -- design professionals, technical consultants, and constructors -- their roles and responsibilities, the various project delivery methods and how they impact project cost, quality and scheduling, as well as the professional's responsibility to clients and community in terms of sustainability, health, safety and welfare. The course will provide a comprehensive understanding of the multiple engineered systems (structural, electrical, mechanical, plumbing, fire safety, lighting, etc.) that require design and integration in a contemporary architectural project. Students will examine the entire project team makeup -- design professionals, technical consultants, and constructors -- their roles and responsibilities, the various project delivery methods and how they impact project cost, quality and scheduling, as well as the professional's responsibility to clients and community in terms of sustainability, health, safety and welfare.

## Art

*Regis Center for Art: 612/625-8096*

### ArtS 1001W Concepts in Visual Art

(Sec 001-005); 4 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Concepts of visual art-making in contemporary and historical contexts. The media, environment, and concerns of the practicing artist. Creative process, visual expression, criteria. Aesthetic foundation for beginning studio courses. Visiting artists, museum and gallery visits, creative presentations. Required of all art majors.

**ArtS 1101 Drawing**

**(Sec 003); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Gray, Lynn Arlyn Lindberg, Evonne C

**Description:** Introduction to fundamental principles and processes of drawing; exploration of various drawing media. Work from still life, nature, the life model, and imagination.

**ArtS 1101 Drawing**

**(Sec 010); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Kuhr, Alexis Lindberg, Evonne C

**Description:** Introduction to fundamental principles and processes of drawing; exploration of various drawing media. Work from still life, nature, the life model, and imagination.

**ArtS 1101 Drawing**

**(Sec 001, 004, 011-012); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Introduction to fundamental principles and processes of drawing; exploration of various drawing media. Work from still life, nature, the life model, and imagination.

**ArtS 1102 Painting**

**(Sec 001-004); 4 cr; prereq 1101 or instr consent; Note: Students without stated prerequisites will not be allowed to continue in this course.; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Introduction to painting with attention to understanding and applying the fundamental principles of spatial organization and color interaction.

**ArtS 1301 Sculpture**

**(Sec 001-007); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** An introduction to sculptural practice examining materials, methods, concepts, and history with emphasis on the correlation between concepts and materials. Work in clay, plaster, metal, and wood.

**ArtS 1501 Printmaking: Intaglio and Lithography**

**(Sec 001); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Krepps, Jerald A Lindberg, Evonne C

**Description:** 1501-001 Introduction to printmaking: Intaglio etching and lithography. This is an introductory course that explores the concepts and techniques of intaglio etching and lithography as fine art expression. Students acquire skill and an understanding into the aesthetics of the print, the role of the multiple and the graphic mark as it relates to personal expression. The course covers image generation, etching, proofing and printing of artwork. Familiarization to strategies and concepts of printmaking through historical and contemporary usage is addressed. Emphasis on understanding the interrelationship of process, materials, and ideas. This course is designed for undergraduate students across disciplines. It introduces techniques artists employ in the development of visual statements. Hands-on involvement in the production of artwork.

**Class time:** 40% lecture, 30% Discussion, 30% Laboratory  
**Work load:** 1 exams, 1 papers, mid-semester & final portfolio  
**Grade:** 15% mid-semester exam(s), 25% class participation, 60% creative engagement  
**Exam format:** Short answer, multiple choice

**ArtS 1501 Printmaking: Intaglio and Lithography**

**(Sec 002, 003); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** 1501-005 Introduction to Printmaking: Relief and Intaglio. This is an introductory course that explores the concepts and techniques of intaglio processes and relief approaches of woodcut and linoleum as fine art. Students acquire skill and understanding into the aesthetics of the print, the role of the multiple and the nature of graphics as it relates to personal expression. Familiarization to strategies and concepts of printmaking through historical and contemporary usage is addressed. Emphasis on understanding the interrelationship of process, materials and ideas. This course is designed for undergraduate students across disciplines. It introduces techniques artists employ in the development of visual statements. Hands-on involvement in the production of artwork.  
**Class time:** 40% lecture, 30% Discussion, 30% Laboratory  
**Work load:** 1 exams, 1 papers, mid-semester and final portfolio  
**Grade:** 15% mid-semester exam(s), 10% written reports/papers, 25% class participation, 50% creative engagement  
**Exam format:** short answer, multiple choice

**ArtS 1502 Printmaking: Relief, Screen, and Digital**

**(Sec 001, 002); 4 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Introduction to techniques of relief (linoleum and woodcut), screenprint and digital printmaking. Historical approaches and use through contemporary materials, concepts and practices. Emphasis on the interrelationship of process, materials and ideas.

**ArtS 1601 Time and Interactivity**

**(Sec 001-005); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is intended for the beginning level or non-experienced student interested in exploring new tools, technologies and processes in electronic and digital art. The class includes assignments focused on digital imaging making, digital video, digital sound, digital animation, interactive processes and basic programming languages. Students will explore the developing aesthetic and theoretical domains presented with the intergration of new technologies into creative art practice.

**Class time:** 20% lecture, 20% Discussion, 60% 60% creative art production  
**Grade:** 10% in-class presentations, 20% class participation, 70% Production and critical evaluation of student art projects

**ArtS 1701 Photography**

**(Sec 002-006); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Course presents conceptual, technical, and historical aspects of photography within the fine arts context. Emphasis on the creative process through hands-on experience in use of camera, film development, enlarging, and printing. Silver processes. Student needs a 35mm, single lens reflex camera.

**ArtS 1702 Digital Photography**

**(Sec 002); 4 cr; meets DELM req of classroom**

**Instructor:** Hallman, Gary L Lindberg, Evonne C

**Description:** Beginning with an overview of the digital workflow ArtS 1-702 introduces conceptual, technical and historical aspects of digital photography within a fine arts context. The course emphasizes photography as a creative medium and will introduce creative strategies and studio practice in the digital lab. It covers the technical process of digital photography, from camera operation and the essential techniques of image capture with camera and scanners, image management with imaging and related software, to final print output. The course offers a brief historical overview of fine art practice in conventional silver photography and its relationship to current digital technologies. Classroom discussions and required readings help development the critical skills used to understand how photographs function aesthetically and conceptually as well as how they are used

within a society and culture. The course includes presentations and discussions on contemporary practice in the medium, visits to current exhibitions and classroom visits by artists to provide an informed context for the primary course objective, an understanding of the process of art and the insights gained through the experience of producing one's own photographic work.

**Class time:** 30% lecture, 20% Discussion, 25% Laboratory, 25% Creative work on location outside of class.

**Work load:** 70 pages of reading per week, 5-10 pages of writing per semester, Approximately six course assignments consisting of two to ten photographic pieces.

**Grade:** 5% written reports/papers, 5% quizzes, 20% class participation, 30% lab work, 40% problem solving

**Exam format:** Production of creative photographic work in response to course assignments.

#### ArtS 1702 Digital Photography

**(Sec 001); 4 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Introduction to conceptual, technical and historical aspects of photography as a creative medium using digital technology. Digital image capture, related software, digital output and studio procedures. Historical issues, contemporary practice.

#### ArtS 1801 Ceramics

**(Sec 002, 004); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Lane, Thomas J Lindberg, Evonne C

**Description:** Fundamentals of wheel-thrown and hand-built ceramics as forms of creative expression. Introduction to clay, glazes, and firing techniques.

#### ArtS 1801 Ceramics

**(Sec 001, 003, 005-006); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Fundamentals of wheel-thrown and hand-built ceramics as forms of creative expression. Introduction to clay, glazes, and firing techniques.

#### ArtS 3303 Sculpture: Metalcasting

**(Sec 001); 4 cr; prereq 1001, 1301; Note: Students without stated prerequisites will not be allowed to continue in this course.; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Make cast metal sculpture in the new state-of-the-art University of Minnesota Sculpture Foundry in the new Regis Center for Art. Metalcasting of Sculpture is an intensive course where you will be asked to think creatively with cast aluminum, bronze, and iron. Prerequisites: ArtS 1301 Basic Sculpture and ArtS 1101W Concepts in Visual Arts. Required Text: "Hot Metal--A Complete Guide to the Metalcasting of Sculpture," Potratz. Available at bookstore or on reserve in Wilson Library. Slide lectures, demonstrations, critiques, discussion, and studio work. Course fee covers most materials, but you may need to spend more depending on the size of your sculpture. Safety equipment required. Three assignments resulting in three cast metal sculptures, quiz on text, 2-3 page paper, visiting artists, mid-term and final critiques. Sand molding, ceramic shell molding, and other molding processes used to make creative work. Required lab for Fall evening course. Spring course requires participation in the Annual Minnesota Iron Pour. Expect to spend at least 6 hours per week outside of class working on your sculpture.

**Class time:** 5% lecture, 10% Discussion, 85% Demonstrations, critique, studio work in the foundry

**Work load:** 10 pages of reading per week, 1 papers

**Grade:** 20% written reports/papers, 10% quizzes, 60% Creative work in Cast Metal

**Exam format:** Individual and group critique

## Art History

338 Heller Hall: 612/624-4500

#### ArtH 1001 Introduction to Art History

**(Sec 001); 3 cr; max crs 4, 1 repeat allowed; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Marling, Karal Ann Rose

**Description:** This is an introduction to how art historians examine paintings, sculpture, architecture, and the other visual and plastic arts. A good preparation for other courses in the arts, ArtH 1001 surveys the history of art chronologically, from cave painting to today's gallery scene, with particular emphasis on the western world.

**Class time:** 100% lecture

**Work load:** 40 pages of reading per week, 8 pages of writing per semester, 3 exams, 1 papers

**Grade:** 30% written reports/papers, 70% quizzes

**Exam format:** Slide identification

#### ArtH 1910W The Taj Mahal and Attitudes Towards Islam

**(Sec 001); 3 cr; A-F only; prereq Fr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Asher, Catherine B

**Description:** The white marble Taj Mahal is one of the world's most famous monuments. Built in the 17th century by a Muslim ruler in India, this building and the people who commissioned it made an enormous impact on India and its attitudes towards Islam today. Through an examination of architecture, painting, historical events, and modern blockbuster movies from around the world, we will explore the significance of this building from even before its construction through today. We will ask how: did the Taj Mahal shape attitudes towards Muslims historically and in modern society? Among these highly charged political issues are who owns the Taj Mahal in the 21st century, how is the Taj Mahal used by left and right wing politicians and how is this building understood and used by the Western world on the web and in advertisements.

**Class time:** 25% lecture, 75% Discussion

**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 10 papers, these papers will be very short

**Grade:** 50% written reports/papers, 25% special projects, 25% class participation

#### ArtH 3013 Introduction to East Asian Art

**(Sec 001); Credit will not be granted if credit has been received for: EAS 3013; 3 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom**

**Instructor:** Poor, Robert John

**Description:** This course will examine a representative selection of the art produced in China, Korea and Japan from the Neolithic era down to Modern times. Art of every type and style, such as ancient jades and ritual bronze vessels, Buddhist sculpture and temple architecture, landscape paintings and gardens, and popular paintings and prints is included. We will employ archaeological and art historical techniques to situate these objects in their cultural setting while underlining their character as unique works of art. This course will be web enhanced and a teaching assistant will be available to assist you in the preparation of a short take-home museum assignment. This course is intended for undergraduates. No previous courses in art history are required.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 25 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers

**Grade:** 33% mid-semester exam(s), 33% final exam, 33% written reports/papers

**Exam format:** essay

**Course URL:** <http://www.arthist.umn.edu/classes/AH3013/>

**ArtH 3014W Art of India**

**(Sec 001); Credit will not be granted if credit has been received for: ALL 3014W, ALL 3014W; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Asher, Frederick M

**Description:** When one thinks of the countries comprising South Asia - India, Pakistan, Afghanistan and Bangladesh - Westerners often think of massive social, political and economic problems. Not adequately recognized, however, is the power of art in the region: the power to induce the Taliban to destroy the massive and world renown Bamiyan Buddhas, the power to stimulate mobs intent on ransacking an exhibition of art or to destroy a mosque of great historical importance. By looking at the power of art in this part of the world, we can better reflect on the power of the visual world around us every day. Simply stated, the art of South Asia is extraordinary. The course will examine both secular art and the works produced for the region's several religions, reflecting a diversity not unlike that of the United States. In the process, students will be given an opportunity to examine critically art and its production as well as the ways in which the art has been used and understood both at the time of its creation and subsequently. There will be two exams and one paper. Discussion sections will offer the opportunity to probe the material in greater depth and review as necessary. All material discussed in class will be available on the Web. The course assumes neither prior knowledge of India nor of art history.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% class participation

**Exam format:** Brief essay

**Course URL:** <http://www.arthist.umn.edu/classes/AH3014>

**ArtH 3035 Classical Myth in Western Art**

**(Sec 001); Credit will not be granted if credit has been received for: CLAS 3035, ARTH 3035, CNES 3035, ARTH 3035, CNES 3035; 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Mc Nally, Sheila J

**Description:** In this class we look at selected figures and events from classical mythology as ancient artists first depicted them and as they have reappeared in later Western art. Three characteristics of myth challenge artists: (1) myths arise out of concern with the world around us, and refusal to accept its limitations; (2) myths tell stories; (3) myths involve tradition. We therefore look at how artists expand everyday experience, reveal characters through action, and rework tradition. **Workload:** Reading in course packets, about 15 pages a week. Course focuses on images, so attendance at discussion of slides in class is very important. Three quizzes, each divided between "objective" questions and short written discussion, and a longer prepared essay. Two projects, each with an individual written portion and a group portion. Class is organized to include both group and individual work making use of VISTA. Fuller information on all parts of the course are available through VISTA. Registered students can access them using email passwords.

**Work load:** 15 pages of reading per week

**Grade:** 30% final exam, 40% written reports/papers, 30% quizzes

**Exam format:** Discussion of Images

**ArtH 3422 Off the Wall: History of Graphic Arts in Europe and America in the Modern A**

**(Sec 001); 4 cr; meets DELM req of classroom**

**Instructor:** Weisberg, Gabriel

**Description:** An examination of all the pertinent graphic arts movements from the end of the eighteenth century to 1980. Special emphasis is placed on the social context of each tendency, the political ramifications of a given artist's stance, and the ways in which the graphic arts reflected and responded to societal implications. The course examines caricature, political

satire, the emergence of new print techniques (eg. color lithography), the value of the poster as an advertising medium and design issues in the 20th century. Audience: all interested undergraduates from all humanities disciplines. Textbooks: Linda C. Hults, &quot;The Print in the Western World An Introductory History," Madison, WI: University of Wisconsin Press, 1996 and Robert Goldstein, "Censorship in Political Caricature in Nineteenth Century France, Kent State University Press, 1989.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 40 pages of reading per week, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 45% final exam, 30% written reports/papers

**Exam format:** Slide exam

**ArtH 3575 The Art of Walt Disney in American Culture**

**(Sec 001); 4 cr; meets DELM req of classroom**

**Instructor:** Marling, Karal Ann Rose

**Description:** The course aims to present the career of filmmaker and animator Walt Disney as a paradigm of the interaction between art and industry--or the creation of mass, commercial culture in our century. It is also designed to explore the history of animation and its techniques; the development of the theme park; the concepts and constructs presented in the American entertainment media; and the relationship between fine art ("high art") and popular art, as exemplified in the work of the Disney studios. Style and content are constantly seem in historical/critical context. This is the course that asks the key Mickey Mouse questions of the 90s (as Disney acquires ABC and becomes the media power of the 21st century): Who or what is the mouse? Why should we care? This is a lecture course, illustrated by slides, films, and video clips; intensive, one-on-one counseling for questions arising from class presentations or preparation of assignments is provided by qualified teaching assistants.

**Class time:** 100% lecture

**Work load:** 20 pages of reading per week, 12-15 pages of writing per semester, 2 papers, 3 quizzes

**Grade:** 33.33% written reports/papers, 66.67% quizzes

**Exam format:** Combination of fill-in-the-blanks and brief essays.

**ArtH 3921W Art of the Film**

**(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Silberman, Robert B !!CCE Distinguished Tchg Award!!

**Description:** This course provides an introduction to the history and aesthetics of film. Special attention is paid to major film directors, genres, and styles; to the relation between film and other arts (literature, theater, photography, painting, music); and to the relation between film and society. Among the films shown are "The Birth of a Nation," "Metropolis," "Citizen Kane," "Rashomon," and "Bonnie and Clyde." The course is appropriate for non-major undergraduates as well as Art History and Cinema Studies majors. This course follows a lecture/discussion format. There are required discussion sections. Most films are screened in class but there will be additional films that students will be required to watch on videos/DVDs. The term paper is 6-8 pages long; it is not a research paper. There will also be several brief (one-page) writing assignments. Textbooks: Bordwell and Thompson, Film Art and Film History.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 50 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 35% final exam, 40% written reports/papers

**Exam format:** short answer (terminology and concepts), film clip ID (brief analysis), essay

**ArtH 3940 Topics in Art History: Hollywood Musicals**

**(Sec 001); 3 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom**

**Instructor:** Pope, Tom W

**Description:** Gotta sing! Gotta dance! Perhaps no film genre

best reflects the brilliance of popular American film making than the musical. Dazzling in its creativity, joyous and often profound, the musical is the quintessential American experience. Each week we'll watch a major movie musical and analyze it structurally, historically, culturally, and artistically. Among the films we'll study will be 42nd Street, Top Hat, Meet Me in St. Louis, Singin' in the Rain, A Star is Born, Gigi, West Side Story, Moulin Rouge, and Chicago. Two 5- 7 page papers, a Mid-term and a Final.

**Arth 3940 Topics in Art History: The Cinema of Alfred Hitchcock**  
(Sec 002); 3 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom

**Instructor:** Silberman, Robert B !!CCE Distinguished Tchg Award!!

**Description:** An exploration of Hitchcock's major thematic concerns (guilt, romantic obsession, the seductiveness of evil, the idea of the double) and technical virtuosity; the cult of horror and suspense; the thriller as genre; Hitchcock's significance as a cultural icon. Films will be drawn from both the English and American periods and will include The Lodger, The 39 Steps, Shadow of a Doubt, Strangers on a Train, Rear Window, Vertigo, and Psycho. The course will be web enhanced. There will be required weekly WebCt discussions (non-synchronous).

**Class time:** 50% lecture, 25% Discussion, 25% Screenings  
**Work load:** 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 35% final exam, 40% written reports/papers, 5% class participation

**Exam format:** Essay

**Arth 3940 Topics in Art History: 19th Century Art in Europe and America 1789 - 1918**  
(Sec 004); 3 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom

**Instructor:** Weisberg, Gabriel

**Description:** An examination of visual culture in Europe and America from 1780-1918. The course focuses on thematic content: neo-classicism, romanticism in Germany, English Salon painting, English narrative painting, the Colonial period in America, the Barbizon movement in the United States, American artists and the Salon tradition ( Eakins, Homer, Ryder), Art in Scandinavia, German realist painting and prints, the end of the century in Austria, Jugendstil, the first modern Americans ( Arthur Dove, John Marin, Alfred Stieglitz, et al). Discussion of the Armory Show ( 1913 in New York City)and shows the integration of modernism with American home-grown tendencies. The course is lecture oriented, but there will be museum visits to the MIA to integrate material there with course themes. The target audience: all humanities students on the undergraduate level welcome. A cross-listed number ARTH 5950 allows graduate students to enroll.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 35 pages of reading per week, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 45% final exam, 30% written reports/papers

**Exam format:** Visual image exam; essay responses

**Arth 3975 Directed Museum Experience**  
(Sec 001); 1-2 cr; max crs 2, 1 repeat allowed; S-N only; prereq instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** The student is responsible for obtaining an internship in an art institution or museum which must be approved by the Director of Undergraduate Studies in Art History. For 2 credits the internship must be for at least 10 hours per week. S/N registration only. Open to majors and non-majors. Speak with the ArtH DUGS for more information.

**Class time:** 100% On-site internship.

**Work load:** Min. 10 hours per week for two credits.

**Grade:** 0% Grade (S-N) recommended by intern supervisor.

**America in the Modern A**  
(Sec 001); 4 cr; meets DELM req of classroom

**Instructor:** Weisberg, Gabriel

**Description:** ARTH 5422 is the same general course as 3422. Graduate students can enroll under this number with permission of the professor; the same applies for advanced undergraduate students. The only difference in requirements for the course is a research paper in addition to the exams.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 40 pages of reading per week, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 45% final exam, 30% written reports/papers

**Exam format:** slide exam

**Arth 5725 Ceramics in the Far East**  
(Sec 001); 3 cr; meets DELM req of classroom

**Instructor:** Poor, Robert John

**Description:** The course is intended as an introduction to the ceramic art of East Asia. The course emphasis will be on achieving a general understanding of this art, both as an autonomous tradition, and as a medium that is related to the broader artistic and historical traditions of their period and place of production. Although this is most emphatically not an all-inclusive historical survey we will examine most of the major types of ceramics made from prehistoric times to the present. The class will employ an illustrated lecture format with class discussion encouraged. There will be several field trips to local collections, both private and public, as well as some workshop knowledge as can be arranged. We will attempt to provide hands on experience whenever that is possible. In addition to a short mid-year quiz and a final blue book exam students will be required to produce 10 pages of written work or an approved workshop alternative; the details of these assignments will be worked out on an individual basis. These written materials or their substitutes must be submitted one week prior to the date of the final exam as published in the official class schedule. No incompletes will be assigned without prior permission of the instructor. The required textbook is Philip Rawson, "Ceramics," University of Pennsylvania Press.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 25 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% special projects

**Exam format:** essay

**Course URL:** <http://www.arthist.umn.edu>

**Arth 5775 Formation of Indian Art: 2500 BCE to 300 CE**  
(Sec 001); 3 cr; prereq Art history course or instr consent; meets DELM req of classroom

**Instructor:** Asher, Frederick M

**Description:** The course, which assumes no prior knowledge of either India or art history, examines the history of Indian art from earliest times, about 2500 BCE, to the end of the fourth century. This is the period when India's largest empires were established, when the earliest Buddhist narrative relief was introduced, and when the Buddha image (which became a model for Buddhist art across Asia) was first produced. Through lectures and readings, the course will examine critically these issues and others that impact the study of early Indian art. It will, further, examine and critique the study of early Indian art itself.

**Class time:** 65% lecture, 35% Discussion

**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 1 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 30% final exam, 35% written reports/papers, 10% lab work

**Exam format:** short essay

## Asian American Studies

**Arth 5422 Off the Wall: History of Graphic Arts in Europe and**

**AAS 3270 Service Learning in the Asian Community (Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; prereq instr consent****Instructor:** Lee, Juavah

**Description:** This Service Learning course is designed to provide academic, social and cultural support to the new Hmong refugee students from Wat Tham Krabok. This course will give the new Hmong refugee students the opportunity to learn English and exchange cultural experience with University of Minnesota students. The main focus of this course is to promote literacy by focusing on English readings. While assisting with the English learning, university students and elementary students may also work on other cultural exchange and/or working on other subject matters.

**AAS 3920 Topics in Asian American Studies (Sec 001); 3 cr; max crs 8; prereq Jr or sr; meets DELM req of classroom****Instructor:** Park Nelson, Kim Ja

**Description:** This course examines Korean adoption and the experience of Korean adoptees in America over the past 50 years. It centers on the experience of Korean adoptees focusing largely on the social and cultural production this ever-growing population. It includes an overview of American domestic (in-race and transracial) adoption history and practice, covering legal and policy decisions that have affected the practice of transnational adoption, social welfare research concerning Korean adoption and changing attitudes about adoption from American mainstream and Asian American perspectives. Using the Korean War as a historical baseline, the course considers the geopolitical and socioeconomic relationships between the United States and South Korea during and since the Cold War that have shaped the history of Korean adoption. The course concludes with an overview of Korean adoptee networking, advocacy and community-building efforts worldwide. Through reading, writing and discussion, we will focus on the following questions: What does it mean to be Korean adopted for adoptees and others? What are major themes in Korean adoptee cultural production, and what does that convey about Korean adoption as a practice? What can the experience of Korean adoptees tell other transracial and transnational adoptees groups? How does our understanding of Korean adoptees change our understanding of family? Of what it means to be American? Of what it means to be Asian American?

**Class time:** 30% lecture, 25% Discussion, 45% View films and listen to visiting speaker**Work load:** 75-200 pages of reading per week, 20 pages of writing per semester, 3 papers**Grade:** 60% written reports/papers, 10% class participation, 30% Weekly discussion questions in response to readings

## Asian Languages and Literatures

453 Folwell Hall: 612/625-6534

**ALL 1441 Popular Music and Media in Modern Japan (Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom****Instructor:** Anderson, Mark

**Description:** This course will briefly introduce traditional forms of Japanese music, but it will focus on transformations in music and modes of music consumption associated with the introduction of the phonograph and radio to Japan. We will examine the rise of the Japanese recording industry and the music it produced both at home and in the colonies. We will focus on the relation of subject formation in popular music to shifting conceptions of gender, nation, economy, empire, and decolonization. Special emphasis will be placed on shifts in the production of popular music that accompanied the rise of Japan's multi-ethnic colonial empire and its loss in 1945.

**Class time:** 60% lecture, 40% Discussion**Work load:** 75 pages of reading per week, 10 pages of writing

per semester, 2 exams, 1 papers

**Grade:** 15% mid-semester exam(s), 20% final exam, 20% written reports/papers, 35% quizzes, 10% class participation**Exam format:** Multiple choice, short answer, some essay questions**ALL 3001 Reading Asian Cultures (Sec 001); 3 cr; A-F only; meets DELM req of classroom****Instructor:** Sawhney, Simona

**Description:** This course will provide a broad conceptual introduction to the study of Asian cultures and texts in America. We will pursue two aims: 1) to think about the institutional and political structures that frame the study of Asia today, and 2) to become better acquainted with the literary and political traditions of Asia. What constitutes "Asia" in American universities and why is it an object of study? How has European and/or American power been perceived in Asia and how have Asian intellectuals articulated their relation to their own histories, to Europe, and to the modern world? This class will bring together political essays, novels, plays and short stories from several countries. Readings will include work by Sun Yat-Sen, Mao Zedong, Iqbal, Gandhi, Yu Hua, Girish Karnad, Shyam Selvadurai, Mahasweta Devi, Yukio Mishima, Edward Said, and Mahmood Mamdani.

**Class time:** 50% lecture, 50% Discussion**Work load:** 100-150 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers, oral presentations**ALL 3014W Art of India**

**(Sec 001); Credit will not be granted if credit has been received for: ARTH 3014, ARTH 3014W, ARTH 3014W, ARTH 3014W, ARTH 3014W, ARTH 3014W, ARTH 3014W; 4 cr; prereq Credit will not be granted if credit has been received for: ARTH 3014W; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Asher, Frederick M

**Description:** When one thinks of the countries comprising South Asia - India, Pakistan, Afghanistan and Bangladesh - Westerners often think of massive social, political and economic problems. Not adequately recognized, however, is the power of art in the region: the power to induce the Taliban to destroy the massive and world renown Bamiyan Buddhas, the power to stimulate mobs intent on ransacking an exhibition of art or to destroy a mosque of great historical importance. By looking at the power of art in this part of the world, we can better reflect on the power of the visual world around us every day. Simply stated, the art of South Asia is extraordinary. The course will examine both secular art and the works produced for the region's several religions, reflecting a diversity not unlike that of the United States. In the process, students will be given an opportunity to examine critically art and its production as well as the ways in which the art has been used and understood both at the time of its creation and subsequently. There will be two exams and one paper. Discussion sections will offer the opportunity to probe the material in greater depth and review as necessary. All material discussed in class will be available on the Web. The course assumes neither prior knowledge of India nor of art history.

**Class time:** 80% lecture, 20% Discussion**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% class participation**Exam format:** Brief essay**Course URL:** <http://www.arthist.umn.edu/classes/AH3014>**ALL 3232W "Short" Poetry in China and Japan (Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Rouzer, Paul F

**Description:** This course examines the short poetic forms of China and Japan: Chinese quatrains and octets, and Japanese tanka and haiku (authors include Wang Wei, Du Fu, Yuan Mei, Basho, Masaoka Shiki, and Yosano Akiko). Students will read

translations by modern poets and scholars and will explore texts in their original languages (with provided English glosses). A critical consideration of the methods of translation will play an important part in class discussions. Students will write a reaction paper (3 pp.) about once every two weeks. These may include: 1) a discussion of a poem or set of poems they have read; 2) their own English versions of the verse forms covered, combined with an analysis of what elements of East Asian verse they are using; and 3) a translation of a Chinese or Japanese poem (with the help of the professor). No knowledge of Chinese or Japanese is necessary.

**Class time:** 25% lecture, 75% Discussion

**Work load:** 50-100 pages of reading per week, 21 pages of writing per semester, 7 papers

**Grade:** 70% written reports/papers, 30% class participation

**ALL 3270 Service Learning in the Asian Community (Sec 001); 1-4 cr; max crs 8, 4 repeats allowed; prereq instr consent**

**Instructor:** Lee, Juavah

**Description:** This Service Learning course is designed to provide academic, social and cultural support to the new Hmong refugee students from Wat Tham Krabok. This course will give the new Hmong refugee students the opportunity to learn English and exchange cultural experience with University of Minnesota students. The main focus of this course is to promote literacy by focusing on English readings. While assisting with the English learning, university students and elementary students may also work on other cultural exchange and/or working on other subject matters.

**ALL 3436 Postwar Japanese Literature in Translation (Sec 001); 3 cr; prereq Basic knowledge of modern Japanese history helpful, knowledge of Japanese language not required; credit will not be granted if credit received for: Jpn 3164; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** Molasky, Michael S

**Description:** This survey course will examine a range of Japanese fiction written between 1945 and the present. We will explore literature depicting the Asian-Pacific War, atomic bombings and postwar American occupation; we will read works by "minority writers" in Japan as well as recent popular fiction. Authors to be discussed include Dazai Osamu, Sakaguchi Ango, Mishima Yukio, Abe Kobo, Oe Kenzaburo, Enchi Fumiko, Nosaka Akiyuki, Nakagami Kenji, Murakami Haruki, Yoshimoto Banana, and Medoruma Shun. This course has three primary goals: 1) to introduce students to some of the major works and trends in postwar Japanese fiction; 2) to help students begin to think critically about the act of reading in general, and of reading a foreign literature in particular; and 3) to enable students to speak and write more precisely about literature. Assignments will include not only fiction but also works of literary theory and criticism. Lectures are designed primarily to introduce theoretical issues and to provide background information on literary and social history; classroom discussions will allow students to test and refine their own interpretations of the assigned texts. Careful reading of the texts before class and a participating actively in classroom discussions are essential. The number of pages to be read per week varies: some weeks students will be expected to read a three-hundred page novel, other weeks they will read only a few short stories and a couple of critical or historical pieces.

**Class time:**

**Work load:** 150-200 pages of reading per week, 10-16 pages of writing per semester, 2 exams, 2 papers, Regular attendance; completion of all reading assignments; active participation in classroom discussions; two medium-length (5-8 page) papers;

**Grade:** 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 30% class participation

**Exam format:** Exams will combine short identification questions and essay questions.

**ALL 3638 Islam and Tradition in Modern South Asia**

**(Sec 001); 3 cr; A-F only; meets DELM req of classroom Instructor:** Sahota, Guriqbal Singh

**Description:** This course looks at the situation of the Muslim intellectual and community in late imperial and post-independence South Asia. The focus will be on the ways in which literature, philosophical discourses, political interventions and social tracts all intersected in defining modernity as a specific socio-political problem. The course seeks to track the issues that are definitive of modernity for Islamic South Asia: the predicament of the Muslim community in the context of majoritarian Hindu politics and nationalism in general; religious and romantically based critiques of capitalism, secularism and liberal politics; the dilemma of Urdu in the context of communalism and provincial language politics; the problem of tradition for Muslim minorities far from the centers of the Islamic world, and the consequences of liberal reformism, especially the education of women, for the Muslim community in the wake of colonial forms of rule. What comes to comprise tradition in South Asian Muslim society and what relationship does it have to Islam as a religion? Readings will be from a variety of literary genres. Key socio-political dynamics will be analyzed. Political figures who will be discussed include Sir Sayyid Ahmad Khan, Altaf Hussain Hali, Ali Ashraf Thanvi, Muhammad Iqbal, Abul Ala Maududi, Muhammad Ali Jinnah, and Zia Ul Haq. Historical works and documentary sources will be assigned as will literary works of some of the preceding and other more contemporary writers.

**Class time:** 65% lecture, 35% Discussion

**Work load:** 100-150 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 70% written reports/papers, 10% class participation

**ALL 3900 Topics in Asian Literature: Korean Literature in Translation (Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom**

**Instructor:** Barraclough, Ruth

**Description:** This course looks afresh at the literary history of Korea through the study of key literary works by Korean women from the 1700s to the present. More than a social history of literature, this course examines genres shaped by literary women: court memoirs, sijo poetry by kisaeng, the modern short story, proletarian literature, domestic novellas, dissident literature and feminist exposes. We will examine key literary texts in their social, cultural and economic contexts and ask how women have transformed the canon in Korea through their command of tropes that re-inscribe the "beautiful suffering" of women.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 70 pages of reading per week, 1 exams, 2 papers

**Grade:** 30% final exam, 40% written reports/papers, 15% in-class presentations, 15% class participation

**ALL 3920 Topics in Asian Culture: Cultures of Korean Adoption: Adoptee Experience (Sec 003); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom**

**Instructor:** Park Nelson, Kim Ja

**Description:** Class Description: This course examines Korean adoption and the experience of Korean adoptees in America over the past 50 years. It centers on the experience of Korean adoptees focusing largely on the social and cultural production this ever-growing population. It includes an overview of American domestic (in-race and transracial) adoption history and practice, covering legal and policy decisions that have affected the practice of transnational adoption, social welfare research concerning Korean adoption and changing attitudes about adoption from American mainstream and Asian American perspectives. Using the Korean War as a historical baseline, the course considers the geopolitical and socioeconomic relationships between the United States and South Korea during and since the Cold War that have shaped the history of Korean adoption. The course concludes with an overview of Korean adoptee networking, advocacy and community-building efforts worldwide. Through reading, writing and discussion, we will

focus on the following questions: What does it mean to be Korean adopted for adoptees and others? What are major themes in Korean adoptee cultural production, and what does that convey about Korean adoption as a practice? What can the experience of Korean adoptees tell other transracial and transnational adoptees groups? How does our understanding of Korean adoptees change our understanding of family? Of what it means to American? Of what it means to be Asian American?

**Class time:** 30% lecture, 25% Discussion, 45% View films and listen to visiting speakers

**Work load:** 75-200 pages of reading per week, 20 pages of writing per semester, 3 papers

**Grade:** 60% written reports/papers, 10% class participation, 30% Weekly discussion questions in response to readings

essay format.

**ALL 5682 Romanticism and Empire: Britain and India (Sec 001); 4 cr; meets DELM req of classroom**

**Instructor:** Sahota, Guriqbal Singh

**Description:** Blake wrote, "The Foundation of Empire is Art and Science. Remove them or Degrade them and the Empire is No more. Empire follows Art and not vice versa as Englishmen suppose." How exactly did modern imperialism follow upon Romanticism and why should it not go the other way around? What kind of insight can be had on empire by looking at it from the perspective of art, and what insight on art from the perspective of empire? We will aim to understand what frameworks may exist for interpreting romantic forms and think of ways to elaborate approaches beyond the confines established by Romanticism itself. We will survey the intellectual history of the British Empire from the late 18th to the early twentieth centuries. We will examine literary works and political tracts produced in the Indian world? "the jewel in the crown of the British Empire"? to understand the manner in which Romanticism was articulated in the colonial context and what political projects it made possible or abetted, both there and abroad. How do aesthetic ideologies and intellectual currents travel within the imperial system? What sorts of transformations do they undergo and what kinds of political repercussions do they have in different situations? Is any special perspective provided by examining Romanticism in the colonial context and in languages that are generally non-canonical in the general discourse of Romanticism? To answer these questions, attention will be placed almost exclusively on primary texts.

**Class time:** 65% lecture, 35% Discussion

**Work load:** 150 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 25% final exam, 45% written reports/papers, 10% class participation

**ALL 4900W Major Project**

**(Sec 002-010); 1 cr; A-F only; prereq [ALL major, sr, instr consent]; meets CLE req of Writing Intensive; meets DELM req of independent study**

**Instructor:** STAFF

**Description:** Directed research/writing on a topic selected according to individual interest and in consultation with faculty adviser. Usually taken in conjunction with an advanced language or literature course. All students must fill out a major project contract form (available in 453 Folwell) prior to registering for the course. A copy of the completed project must be submitted to the department office for inclusion in the student's major file before the final grade for this course will be posted to the official record of the student. A-F only. Prerequisites: ALL major, senior, and instructor consent.

**ALL 5436 Literature by 20th-Century Japanese Women in Translation**

**(Sec 001); 4 cr; prereq credit will not be granted if credit received for: JPN 5176; meets DELM req of classroom**

**Instructor:** Marran, Christine L

**Description:** In this course we will discuss various issues related to the production of writing by women. We will examine women's writing from the perspective of how the female writing position gets constructed differently (vis-avis questions of gender, tradition, nation, and so on) throughout the twentieth-century. Major issues in current feminist literary criticism will be used to evaluate how such criticism helps or hinders the understanding of Japanese women's literature. Some authors to be discussed are Higuchi Ichiyo, Okamoto Kanoko, Shimizu Shikin, Tomioka Taeko, Matsuura Rieko, Yoshimoto Banana, Yamada Eimi, among others.

**Class time:** 30% lecture, 70% Discussion

**Work load:** 120 pages of reading per week, 20 pages of writing per semester, 2 papers, short answer quizzes

**Grade:** 50% written reports/papers, 25% quizzes, 25% attendance

**Exam format:** short answer

**ALL 5477 Kurosawa, Masculinity, and Cold War**

**(Sec 001); 4 cr; prereq Advanced undergrad or grad student; meets DELM req of classroom**

**Instructor:** Anderson, Mark

**Description:** This course will examine Akira Kurosawa's work as a film director with special emphasis on revising dominant interpretations of Japanese film and masculinity in the context of the Japanese empire before 1945 and the Cold War after 1945. We will situate Kurosawa's films in the history of Japanese film and culture in which they were produced and examine their own influence in both Japan and abroad. Students will be introduced to film theory, gender theory, and modern Japanese and international history in the course of exploring contested aspects of Japanese culture, class, social agency, and gender coding.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 75 pages of reading per week, 15 pages of writing per semester, 1 papers

**Grade:** 20% written reports/papers, 40% quizzes, 30% in-class presentations, 10% class participation

**Exam format:** There are no exams. Quizzes will be in short

**ALL 5990 Directed Study**

**(Sec 002); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** Anderson, Mark

**Description:** Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

**ALL 5990 Directed Study**

**(Sec 003); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** Marran, Christine L

**Description:** Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

**ALL 5990 Directed Study**

**(Sec 004); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** McGrath, Jason

**Description:** Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on

written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

**ALL 5990 Directed Study**

(Sec 005); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

**Instructor:** Molasky, Michael S

**Description:** Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

**ALL 5990 Directed Study**

(Sec 006); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

**Instructor:** Morinaga, Maki Isaka

**Description:** Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

**ALL 5990 Directed Study**

(Sec 007); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

**Instructor:** Rouzer, Paul F

**Description:** Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

**ALL 5990 Directed Study**

(Sec 009); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom

**Instructor:** Sawhney, Simona

**Description:** Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload: Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

**Astronomy**

*356 Tate Laboratory of Physics:*

*612/624-0211*

**Ast 2990 Directed Studies**

(Sec 001-011); 1-5 cr; max crs 5, 1 repeat allowed; prereq 1 yr calculus, Phys 1302, instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Independent, directed study in observational and

theoretical astrophysics. Arrange with a faculty member.

**Ast 4299H Senior Honors Astrophysics Research Seminar (Sec 001); 1 cr; max crs 2, 1 repeat allowed; prereq upper div honors student in IT or CLA, instr consent; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**Ast 4990 Directed Studies**

(Sec 001-011); 1-5 cr; max crs 5, 1 repeat allowed; prereq 2001, instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Independent, directed study in observational and theoretical astrophysics. Arrange with a faculty member.

**Ast 4994W Directed Research**

(Sec 001-011); 3-5 cr; max crs 5, 1 repeat allowed; prereq instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Independent research in observational or theoretical astrophysics. Senior Thesis for undergraduate astrophysics majors. Arrange with a faculty member.

**Bio-based Products****BP 3393 Directed Study**

(Sec 001, 004, 010-012); 1-3 cr; max crs 12, 4 repeats allowed; prereq instr consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Opportunity to pursue experience not available through independent study or extra credit. In consultation with an advisor students develop a prospectus and complete progress reports and a final report on the project.

**BP 3396 Industrial Internship (Industrial Assignment)**

(Sec 001, 003, 007-008); 1 cr; A-F only; prereq WPS cooperative ed student; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Industrial work assignment in forest products cooperative education programs. Evaluation based on formal report written by student at end of each semester of work assignment.

**BP 4491 Senior Topics: Independent Study**

(Sec 001, 004-011); 1-4 cr; max crs 4, 1 repeat allowed; prereq sr, instr consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Independent study in an area of interest to an undergraduate majoring in one of the fields within the College of Natural Resource.

**BP 4801H Honors Research**

(Sec 001, 002); 2 cr; A-F only; prereq BP upper div honors; meets DELM req of classroom; meets HON req of Honors

**Instructor:** STAFF

**Description:** First semester of independent research project supervised by faculty member.

**Biochemistry**

*140 Gortner Lab of Biochemistry:*

612/624-7755

**BioC 3021 Biochemistry**

(Sec 003); Credit will not be granted if credit has been received for: BIOC 6021; 3 cr; prereq [Biol 1002 or 1009], Chem 2301; meets DELM req of classroom

Instructor: Adolph, Kenneth W. Garni, Rita Kathleen

**Description:** This course is a one semester survey of biochemistry for non-majors. The lectures cover the molecular composition of living cells and the physiological processes involving these molecules. The first half of the course deals with the structure and function of proteins, carbohydrates, lipids, and nucleic acids, and their building blocks including amino acids, monosaccharides, fatty acids, and nucleotides. The second half of the course provides more in-depth coverage of topics relating to enzymes, metabolism, and DNA and RNA. Text: "Biochemistry," Garrett and Grisham, 2nd Edition, Saunders College Publishing, 1999.

**Class time:** 100% lecture

**Work load:** 35 pages of reading per week, 3 exams

**Grade:** 67% mid-semester exam(s), 33% final exam

**Exam format:** multiple choice

**BioC 3021 Biochemistry**

(Sec 001, 002); Credit will not be granted if credit has been received for: BIOC 6021; 3 cr; prereq [Biol 1002 or 1009], Chem 2301; meets DELM req of classroom

Instructor: STAFF

**Description:** This course is a one-semester survey of the fundamentals of biochemistry. The objective of this course is to provide a foundation for understanding the chemistry of biological systems and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways; and the mechanisms and regulation of genetic information storage and expression. Prior coursework in organic chemistry is critical. This course is part of the core curriculum for undergraduate majors in the College of Biological Sciences and satisfies the biochemistry requirement for most professional schools. Students planning to major in Biochemistry must take BioC 4331.

**Class time:** 95% lecture, 5% Discussion

**Work load:** 50 pages of reading per week

**Grade:** 75% mid-semester exam(s), 25% final exam

**Exam format:** Multiple choice, short answer, problems

**BioC 4793W Directed Studies: Writing Intensive**

(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

**Description:** Individual study on selected topics of problems. Emphasizes readings, use of scientific literature. Writing Intensive.

**BioC 4794W Directed Research: Writing Intensive**

(Sec 001); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: STAFF

**Description:** Laboratory or field investigation of selected areas of research. Writing Intensive.

**BioC 4993 Directed Studies**

(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets DELM req of classroom

Instructor: STAFF

**Description:** Individual study on selected topics or problems with emphasis on selected readings and use of scientific

literature.

**BioC 4994 Directed Research**

(Sec 001); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets DELM req of classroom

Instructor: STAFF

**Description:** Laboratory or field investigation of selected areas of research.

**Biology**

123 Snyder Hall: 612/624-2244

**Biol 1001 Introductory Biology I: Evolutionary and Ecological Perspectives**

(Sec 001, 050, 090); Credit will not be granted if credit has been received for: BIOL 1009, BIOL 1009, BIOL 1009, BIOL 1009H, BIOL 1009H; 4 cr; Credit will not be granted if credit has been received for: 1009; meets CLE req of Biological Sciences/Lab Core; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: STAFF

**Description:** This course is intended for non-biology majors who need to satisfy CLE requirements for a biology course with lab and also for biology majors as the first course of a two-semester introductory biology sequence. This course covers general evolutionary and ecological principles, emphasizing biological diversity from genetic variation to the diversity of species and ecosystems. Topics include scientific inquiry, history of evolutionary thought, principles of genetics, the nature of variation, ecology of populations, behavioral ecology, human evolution, and genetic, evolutionary and ecological perspectives on issues concerning human diversity, human population growth, health, agriculture and conservation. Multimedia technology is integrated throughout the lecture and laboratory curriculum. Laboratory is in a 2-hour block, which is designed to involve students in investigation, problem solving, and discovery. Students work in small groups with computer simulation programs and other activities involving living organisms. Computer exercises allow students to investigate principles of genetics, classification of organisms based on evolutionary relationships, evolutionary mechanisms, population ecology, and others.

**Class time:** 60% lecture, 40% Laboratory

**Work load:** 40 pages of reading per week, 10 pages of writing per semester, 3 exams, 3 papers, 2 homework assignments

**Grade:** 33% mid-semester exam(s), 25% final exam, 15% written reports/papers, 16% quizzes, 4% in-class presentations, 7% problem solving, 0% homework

**Exam format:** multiple choice lecture exams

**Course URL:** <http://genbiol.cbs.umn.edu>

**Biol 1001 Introductory Biology I: Evolutionary and Ecological Perspectives**

(Sec 030); Credit will not be granted if credit has been received for: BIOL 1009, BIOL 1009, BIOL 1009, BIOL 1009H, BIOL 1009H; 4 cr; Credit will not be granted if credit has been received for: 1009; meets CLE req of Biological Sciences/Lab Core; meets CLE req of Environment Theme; meets DELM req of classroom

Instructor: Wick, Susan M Decker, Mark David

**Description:** This course is intended for non-biology majors who need to satisfy CLE requirements for a biology course with lab and also for biology majors as the first course of a two-semester introductory biology sequence. This course covers general evolutionary and ecological principles, emphasizing biological diversity from genetic variation to the diversity of species and ecosystems. Topics include scientific inquiry, history of evolutionary thought, principles of genetics, the nature of variation, ecology of populations, behavioral ecology, human evolution, and genetic, evolutionary and ecological perspectives

on issues concerning human diversity, human population growth, health, agriculture and conservation. Multimedia technology is integrated throughout the lecture and laboratory curriculum. Lecture will include various opportunities for active learning such as discussion of case studies, individual and group problem solving, role-playing, minute summaries, and group work on sample exam questions. Laboratory is in a 2-hour block, designed to involve students in investigation, problem solving, and discovery. Students work in small groups with computer simulation programs and other activities involving living organisms. Computer exercises allow students to investigate principles of genetics, classification of organisms based on evolutionary relationships, evolutionary mechanisms, population ecology, and others.

**Class time:** 50% lecture, 10% Discussion, 40% Laboratory  
**Work load:** 40 pages of reading per week, 10 pages of writing per semester, 3 exams, 3 papers, 2 homework assignments  
**Grade:** 29% mid-semester exam(s), 22% final exam, 13% written reports/papers, 13% quizzes, 4% in-class presentations, 12% class participation, 6% problem solving, 1% occasionally students will be asked to hand in material for a grade during lecture period  
**Exam format:** multiple choice lecture exams  
**Course URL:** <http://genbiol.cbs.umn.edu>

**Biol 1002V Introductory Biology II: Molecular, Cellular, and Developmental Perspective**  
**(Sec 001); 5 cr; A-F only; prereq [1001 or equiv], Chem 1021; Credit will not be granted if credit has been received for: 1009; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**  
**Instructor:** STAFF

**Description:** Biol 1002 is intended for undergraduate biology majors. A background in general chemistry is assumed with some basic knowledge of organic chemistry. This course examines the organization of living cells, the properties and functions of biological molecules, and the development of multicellular organisms. The production and utilization of biological energy are explored at the cellular level and the similarity found in all living organisms is stressed. Genetics and development are explored at both the cellular and the molecular level. Students learn how the genome is organized, how it functions in the cell, and how this subsequently affects the whole organism. Current topics such as genetic diseases and genetic engineering are discussed. The lecture/recitation sections are integrated with laboratory exercises to give students basic experience with the methods of modern molecular biology. Student participation is encouraged.

**Class time:** 50% lecture, 50% Laboratory  
**Work load:** 50 pages of reading per week, 3 exams, two three-hour labs per week; written lab reports; lab notebooks; oral presentations; occasional quizzes  
**Grade:** 30% mid-semester exam(s), 15% final exam, 50% lab work, 5% problem solving  
**Exam format:** short answer, multiple choice, fill-in, matching  
**Course URL:** <http://www.cbs.umn.edu/class/biol/1002/>

**Biol 1002W Introductory Biology II: Molecular, Cellular, and Developmental Perspective**  
**(Sec 001); 5 cr; A-F only; prereq [1001 or equiv], Chem 1021; Credit will not be granted if credit has been received for: 1009; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** STAFF

**Description:** Biol 1002 is intended for undergraduate biology majors. A background in general chemistry is assumed with some basic knowledge of organic chemistry. This course examines the organization of living cells, the properties and functions of biological molecules, and the development of multicellular organisms. The production and utilization of biological energy are explored at the cellular level and the similarity found in all living organisms is stressed. Genetics and development are explored at both the cellular and the molecular level. Students learn how the genome is organized, how it functions in the cell, and how this subsequently affects the whole

organism. Current topics such as genetic diseases and genetic engineering are discussed. The lecture/recitation sections are integrated with laboratory exercises to give students basic experience with the methods of modern molecular biology. Student participation is encouraged.

**Class time:** 50% lecture, 50% Laboratory  
**Work load:** 50 pages of reading per week, 3 exams, two three-hour labs per week; written lab reports; lab notebooks; oral presentations; occasional quizzes  
**Grade:** 30% mid-semester exam(s), 15% final exam, 50% lab work, 5% problem solving  
**Exam format:** short answer, multiple choice, fill-in, matching  
**Course URL:** <http://www.cbs.umn.edu/class/biol/1002/>

**Biol 1009 General Biology**  
**(Sec 001, 050, 090); Credit will not be granted if credit has been received for: BIOL 1001, BIOL 1001, BIOL 1001, BIOL 1009H, BIOL 1009H; 4 cr; prereq high school chemistry; 1 term college chemistry recommended; Credit will not be granted if credit has been received for: 1001, 1002V, 1002W; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom**  
**Instructor:** STAFF

**Description:** An introduction to the major concepts and principles of modern biology. Topics include: structure and function of biological molecules, cell structure and function, energy recruitment and utilization, cellular reproduction, flow of genetic information through organisms and populations, principles of inheritance, evolution and ecology. Includes lab. This course has no prerequisites. Course satisfies the CLE lab distribution requirement in biology in a single semester. Intended for any student (major or non major) who requires a comprehensive survey of biology in a single semester. Tutorial aid is available during certain hours each day. Multimedia technology is integrated throughout the lecture and laboratory curriculum. An extensive web site (<http://genbiol.cbs.umn.edu>) has been developed to deliver course information, as well as course content.

**Class time:** 55% lecture, 45% Laboratory  
**Work load:** 50 pages of reading per week, 3 exams, 1 papers  
**Grade:** 34% mid-semester exam(s), 21% final exam, 10% written reports/papers, 25% quizzes, 10% Unannounced lecture quizzes  
**Exam format:** multiple choice lecture exams  
**Course URL:** <http://genbiol.cbs.umn.edu>

**Biol 1009H Honors: General Biology**  
**(Sec 001); Credit will not be granted if credit has been received for: BIOL 1009, BIOL 1009, BIOL 1009, BIOL 1001, BIOL 1001, BIOL 1001; 4 cr; prereq high school chemistry, honors; one term of college chemistry recommended; Credit will not be granted if credit has been received for: 1001, 1002V, 1002W.; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom; meets HON req of Honors**  
**Instructor:** STAFF

**Description:** An introduction to the major concepts and principles of modern biology. Topics include: structure and function of biological molecules, cell structure and function, energy recruitment and utilization, cellular reproduction, flow of genetic information through organisms and populations, principles of inheritance, evolution and ecology. Includes lab. This course has no prerequisites. Course satisfies the CLE lab distribution requirement in biology in a single semester. Intended for any student (major or non major) who requires a comprehensive survey of biology in a single semester. Tutorial aid is available during certain hours each day. Multimedia technology is integrated throughout the lecture and laboratory curriculum. An extensive web site (<http://genbiol.cbs.umn.edu>) has been developed to deliver course information, as well as course content.

**Class time:** 55% lecture, 45% Laboratory  
**Work load:** 50 pages of reading per week, 3 exams, 1 papers  
**Grade:** 34% mid-semester exam(s), 21% final exam, 10% written reports/papers, 25% quizzes, 10% Unannounced lecture

quizzes

**Exam format:** multiple choice lecture exams**Course URL:** <http://genbiol.cbs.umn.edu>**Biol 1020 Biology Colloquium****(Sec 001, 002); 1 cr; max crs 2; S-N only; meets DELM req of classroom****Instructor:** Hanna, Kathryn L

**Description:** This is a unique class, organized and run by upper division students, recommended for those who wish to explore the various fields and career alternatives in the biological sciences. The class gives students the chance to interact with biology faculty and students with similar interests. The Colloquium offers both large-group seminars, featuring prominent scientists discussing their research programs, and small-group tours to research facilities on and off campus, such as the Raptor Rehabilitation Center, Cancer Center, or behind-the-scenes at the Minnesota Zoo. Socially, Colloquium students always find time for fun, too, whether on a field trip, studying together in the Colloquium student room, or participating in the optional Itasca weekend. Students may begin the Colloquium class any semester and take it two times.

**Class time:** 40% lecture, 10% Discussion, 50% Visits to labs and other field trips**Work load:** 14 pages of writing per semester**Grade:** 50% written reports/papers, 50% class participation**Course URL:** <http://biosci.cbs.umn.edu/bcq/>**Biol 1093 Biology Colloquium: Directed Study****(Sec 001); 1 cr; S-N only; prereq 1020 and concurrent enrollment 1020; meets DELM req of classroom****Instructor:** Hanna, Kathryn L

**Description:** This course allows students early in their studies to explore various biology disciplines through an independent project under the supervision of a faculty sponsor. The Colloquium student leaders will help you find the biology-related project that fits your interests and allows you to earn University credit. To be eligible, students must have taken one previous Biology Colloquium class (Biol 1020) and also be concurrently enrolled in the Biology Colloquium (Biol 1020).

**Class time:** 100% Independent project**Course URL:** <http://biosci.cbe.umn.edu/beq/>**Biol 2005 Animal Diversity Laboratory****(Sec 001-010); Credit will not be granted if credit has been received for: BIOL 2012, BIOL 2012, BIOL 2012; 1 cr; prereq 3211 or concurrent enrollment 3211; meets DELM req of classroom****Instructor:** STAFF

**Description:** This is a laboratory course and requires dissection and direct observation of animal diversity with emphasis upon morphology. The phylogenetic survey, from unicellular protists through the vertebrates, includes a wide array of organismal variation. Special attention is placed upon mammalian anatomy through dissection of the fetal pig. Students develop an understanding of the patterns and complexities of animal diversity through the experience of hands-on laboratory exercises.

**Class time:** 5% Discussion, 95% Laboratory**Work load:** 15 pages of reading per week, 4 exams**Grade:** 55% mid-semester exam(s), 37% final exam, 8% quizzes**Exam format:** multiple choice/practical**Course URL:** <http://www.cbs.umn.edu/class/biol/2005>**Biol 2012 General Zoology****(Sec 001); Credit will not be granted if credit has been received for: BIOL 2005; 4 cr; prereq 1009 or 1001; meets DELM req of classroom****Instructor:** Cotner, Sehoya H

**Description:** The course provides a framework for understanding the major groups of animals (phyla) on Plant Earth, ranging from unicellular protozoa to arthropods and mammals and including their marine, freshwater, and terrestrial representatives. The phyla are traced through evolutionary time

to see how they solved the common problems of existence (e.g., feeding movement, respiration, reproduction) and how their solutions have given rise to increasing levels of structural complexity. Video clips and slides are liberally used to illustrate aspects of behavior, ecology, and relevance to human well-being. The laboratory is an integral part of the course; activities are hands-on and require dissections. The course is designed for undergraduate students in liberal arts and natural sciences and for pre-professional students in health sciences, agriculture, and natural resources. Lecture exams are based largely on lecture content and review questions from the text.

**Class time:** 50% lecture, 50% Discussion**Work load:** 40 pages of reading per week, 10 pages of writing per semester, 1 papers, 4 lecture exams, 4 lab exams**Grade:** 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 10% quizzes, 40% lab work**Exam format:** Lecture exams require short answers based on specific knowledge of concepts presented in lecture.**Biol 3600 Directed Instruction****(Sec 001); 1-2 cr; max crs 6, 6 repeats allowed; S-N only; prereq 1020, upper div, application, instr consent; up to 4 cr may apply to major; meets DELM req of classroom****Instructor:** Hanna, Kathryn L

**Description:** This course allows students to gain experience in organizing, leading and evaluating a small group of students by becoming a Student Leader for the Biology Colloquium class (Biol 1020). Biology Colloquium Student leaders attend the weekly Colloquium class and student leader meetings, set up small-group tours, evaluate student journals and tours, and hold office hours. About 6 hours a week are involved. It is required that Student Leaders have been a student in the Biology Colloquium for two semesters and be in satisfactory progress within their degree objectives. An application is required and is available in the CBS Student Services Office in 223 Snyder Hall, St. Paul campus or in the Biology Colloquium room, 303 Bell Museum, Minneapolis campus.

**Course URL:** <http://biosci.cbe.umn.edu/beq/>**Biol 3610 Internship: Professional Experience in Biological Sciences****(Sec 001); 1-6 cr; max crs 6, 6 repeats allowed; S-N only; prereq Acceptance into CBS Internship Program, internship workshop, college consent; meets DELM req of classroom****Instructor:** Hanna, Kathryn L

**Description:** Undergraduate students can earn credit for a structured internship that matches their academic and/or career goals in life science with off-campus learning opportunities. Biological sciences internships in industry, non-profit organizations, and government agencies may be found through the CBS Career Center (229 Snyder Hall, St. Paul Campus). Credit number is variable and will be based on time spent on-site and other course requirements. Students must commit to a minimum of 10 hours/week/semester. Students will submit a Learning Agreement Form developed in consultation with the on-site internship supervisor and the faculty instructor. Attendance at a pre-internship workshop is required in order to register for credit. If a student has questions about a specific internship opportunity, contact the instructor at [kahnna@cbs.umn.edu](mailto:kahnna@cbs.umn.edu). S/N only.

**Grade:** 100% internship**Biol 4003 Genetics****(Sec 001); Credit will not be granted if credit has been received for: GCB 3022, GCD 3022; 3 cr; prereq BioC 3021 or BioC 4331; meets DELM req of classroom****Instructor:** Snustad, D Peter Lewis, Michelle

**Description:** Introduction to the nature of genetic information, its transmission from parents to offspring, its expression in cells and organisms, and its course in populations. The course is intended for majors in biology or departmental degree programs in biology. An understanding of undergraduate level biochemistry is a prerequisite.

**Class time:** 80% lecture, 10% Discussion, 10% Cooperative

## Learning Projects

**Work load:** 30 pages of reading per week, 5 pages of writing per semester, 4 exams, Cooperative Learning Reports: Written & Oral

**Grade:** 50% mid-semester exam(s), 33% final exam, 6% written reports/papers, 6% in-class presentations, 5% problem solving

**Exam format:** problem solving, multiple choice

**Course URL:**

[http://webct.umn.edu/SCRIPT/BIOL4003\\_s05\\_1/scripts/serve\\_home](http://webct.umn.edu/SCRIPT/BIOL4003_s05_1/scripts/serve_home)

working model software. Case studies of machine systems in crop production, (tractors, harvesters, implements); food- and crop-processing systems (pumping, conveying); animal systems (milking parlor design, waste-handling machines).

**Class time:** 50% lecture, 50% Discussion

**Work load:** 30 pages of reading per week, 50 pages of writing per semester, 3 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 15% written reports/papers, 10% quizzes, 10% class participation, 15% problem solving

**Exam format:** Problem solving

## Biosystems and Agricultural Engineering

*213 Biosystems & Agricultural Engineering:  
612/625-7733*

### BAE 3013 Engineering Principles of Molecular and Cellular Processes

**(Sec 001); 3 cr; A-F only; prereq Biol 1009, [Chem 1022 or Concurrent registration is required (or allowed) in Chem 1022], Math 1272; meets DELM req of classroom**

**Instructor:** Bhattacharya, Mrinal

**Description:** Introduction to applied engineering principles in biological processes, classification of microbes of industrial importance, parameters important for cellular control, modeling of cell growth and metabolism, enzymatic catalysis, bioreactor design, product recovery operations design and case studies. Course objectives/outcomes: Students will: 1) Become familiar with topics in current industrial microbiology. 2) Understand cell growth and metabolism. 3) Gain an understanding of parameters involved in bioreactor design. 4) Gain an understanding of various downstream separation processes. 5) Participate in laboratory course.

**Class time:** 60% lecture, 10% Discussion, 30% Laboratory

**Work load:** 10 pages of reading per week, 4 exams

**Grade:** 20% final exam, 20% special projects, 20% quizzes, 20% lab work, 20% problem solving

**Exam format:** Essay

### BAE 3093 Directed Studies

**(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

### BAE 4313 Design of Machine Systems

**(Sec 001, 002); 3 cr; A-F only; prereq AEM 2021, AEM 3031, [CE 3502 or Concurrent registration is required (or allowed) in CE 3502], upper div IT; meets DELM req of classroom**

**Instructor:** Chaplin, Jonathan

**Description:** Machinery system design and analysis using working model software. Case studies of machine systems in crop production, (tractors, harvesters, implements); food- and crop-processing systems (pumping, conveying); animal systems (milking parlor design, waste-handling machines).

**Class time:** 50% lecture, 50% Discussion

**Work load:** 30 pages of reading per week, 50 pages of writing per semester, 3 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 15% written reports/papers, 10% quizzes, 10% class participation, 15% problem solving

**Exam format:** Problem solving

### BAE 4313 Design of Machine Systems

**(Sec 001, 002); 3 cr; A-F only; prereq AEM 2021, AEM 3031, [CE 3502 or Concurrent registration is required (or allowed) in CE 3502], upper div IT; meets DELM req of classroom**

**Instructor:** Chaplin, Jonathan

**Description:** Machinery system design and analysis using

### BAE 4523 Water Management Engineering

**(Sec 001, 002); 3 cr; A-F only; prereq 3023 or CE 3301, CE 3502, upper div IT; meets DELM req of classroom**

**Instructor:** Nieber, John Little

**Description:** This course is oriented to the learning of analysis and design techniques for the management of water resources for water quantity and water quality enhancement. Some emphasis for the course is placed on the learning and application of principles for quantification of : 1) evapotranspiration, and infiltration and seepage of water in soils; 2) water balances of surface water bodies such as wetlands; 3) water flow in groundwater aquifers; 4) water flow in open channels; and 5) mass transport in soils and surface water bodies. The overall emphasis for the course is the application of analysis and design principles for the design of water management systems relevant to agricultural and other rural settings. These systems include, but are not limited to, surface and subsurface drainage and irrigation systems. Design of stable (self-sustaining) drainage channels, and assessment of sustainability of regional water use are included as important new topics in the course. Learning exercises in the laboratory are constituted mainly of the application of computer models to the design process. Models used include GLEAMS, DRAINMOD, LANDRAIN, MODFLOW, and MT3D. A capstone design project is used to provide real-life applications of the principles taught in the course. Example design projects include design for irrigation systems, drainage systems, land application of wastewater systems, septic field systems and wetland protection/mitigation design.

**Class time:** 60% lecture, 15% Discussion, 25% Laboratory

**Work load:** 15 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 25% special projects, 5% in-class presentations, 15% lab work, 15% problem solving

**Exam format:** Problem solving

### BAE 4523 Water Management Engineering

**(Sec 001, 002); 3 cr; A-F only; prereq 3023 or CE 3301, CE 3502, upper div IT; meets DELM req of classroom**

**Instructor:** Nieber, John Little

**Description:** This course is oriented to the learning of analysis and design techniques for the management of water resources for water quantity and water quality enhancement. Some emphasis for the course is placed on the learning and application of principles for quantification of : 1) evapotranspiration, and infiltration and seepage of water in soils; 2) water balances of surface water bodies such as wetlands; 3) water flow in groundwater aquifers; 4) water flow in open channels; and 5) mass transport in soils and surface water bodies. The overall emphasis for the course is the application of analysis and design principles for the design of water management systems relevant to agricultural and other rural settings. These systems include, but are not limited to, surface and subsurface drainage and irrigation systems. Design of stable (self-sustaining) drainage channels, and assessment of sustainability of regional water use are included as important new topics in the course. Learning exercises in the laboratory are constituted mainly of the application of computer models to the design process. Models used include GLEAMS, DRAINMOD, LANDRAIN, MODFLOW, and MT3D. A capstone design project is used to provide real-life applications of the principles taught in the course. Example design projects include design for irrigation systems, drainage systems, land application of wastewater systems, septic field

systems and wetland protection/mitigation design.

**Class time:** 60% lecture, 15% Discussion, 25% Laboratory

**Work load:** 15 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 25% special projects, 5% in-class presentations, 15% lab work, 15% problem solving

**Exam format:** Problem solving

#### **BAE 4723 Food Process Engineering**

**(Sec 001); 3 cr; A-F only; prereq [4013 or Concurrent registration is required (or allowed) in 4013], upper div IT; meets DELM req of classroom**

**Instructor:** Bhattacharya, Mrinal

**Description:** Application of principles of heat transfer and fluid flow to the design of various food processing operations, such as thermal and aseptic processing, freezing, pumping, drying, evaporation, and extrusion. Marketing and government regulation, nutrition issues, etc. Emphasis is on design and applications of engineering principles to various food processing unit operations, such as sterilization, pumping, heat exchangers and evaporators. Course involves both lecture and problem solving. Students in any engineering discipline with interest in food processing can successfully complete this course. Homework assignments, one mid-term exam and a final exam are required of every student.

**Class time:** 60% lecture, 20% Discussion, 20% Tutorials

**Work load:** 2 exams, 6 to 8 homework assignments

**Grade:** 33% mid-semester exam(s), 34% final exam, 33% problem solving

**Exam format:** Open book/open notes/take home exam

#### **BAE 4733 Renewable Energy Technologies**

**(Sec 001); 3 cr; A-F only; prereq 4013 or equiv or instr consent ; meets DELM req of classroom**

**Instructor:** Ruan PhD, R. Roger

**Description:** This course will provide fundamentals for current and emerging technologies for renewable energy production and uses. Issues regarding national energy security and environmental, economic, and societal impacts of renewable energy will also be addressed. Students will learn the basic principles of various renewable energy technologies, such as solar thermal energy, solar photovoltaics, biomass energy, wind energy, hydroelectricity, tidal power, and geothermal energy; an understanding of basic characteristics of renewable resources; key methods for efficient production and use of renewable energy; an understanding of current and probable future developments in renewable energy technologies; and the impact of renewable energy on sustainable development.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 15 pages of reading per week

**Grade:** 30% mid-semester exam(s), 25% final exam, 15% special projects, 30% problem solving

**Exam format:** problem solving

#### **BAE 5095 Special Problems**

**(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

## **Business Administration**

**1-505 Carlson School of Management:  
612/625-0027**

#### **BA 3000 Career Skills**

**(Sec 003); 1 cr; A-F only; prereq CSOM pre-major with 30 credits or upper division major; meets DELM req of classroom**

**Instructor:** Deardurff, Mindy Jo

**Description:** This required course is designed to prepare undergraduate students for 1) the career search process, 2) to use the Carlson School of Management Career Services Center and 3) to use the on-line recruiting system, C.A.R.S. (Carlson Automated Recruiting System). Topics include the importance of self-awareness and self-assessment in identifying career options; how to access and use information related to career planning and jobs; networking; resume preparation, cover letters and correspondence; interviewing skills; professional etiquette and image in the work setting; employment trends; goal setting; and overall career strategy planning. Students will also complete the Myers-Briggs Type Indicator or the Career Liftoff Interest Inventory self-evaluation inventory. The course is coordinated by the Business Career Center at the Carlson School and will utilize a variety of teaching techniques, with significant emphasis on classroom activities. Homework assignments will focus on helping students develop skills and strategies necessary for internship and full-time job searches. The perspective of the course is that critical elements of career development and growth include self-understanding, skill development and usage, awareness of career options, decision-making, and evaluation. By becoming proficient in these areas students can attain more satisfying career and work lives.

**Class time:** 35% lecture, 50% Discussion, 15% guest speakers

**Work load:** 15 pages of reading per week, 15 pages of writing per semester, 6 papers, portfolio

**Grade:** 90% written reports/papers, 10% class participation

**Course URL:** <http://vista.umn.edu/webct/entryPage.dowebct>

#### **BA 3033V Honors: Business Communication**

**(Sec 040); 3 cr; A-F only; prereq 60 cr, CSOM honors; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Littlefield, Holly A

**Description:** This section of BA 3033 Business Communication will focus on important business communications concepts like audience analysis, persuasion, correspondence, discussion, presentations, and visual aids. The course will begin by covering these basics. Then you will apply these basics while working in small teams to provide a service or complete a project for a local non-profit, small community business, or service organization. You will have some choice as to what project you would like to select. You will meet a few times with representatives from that organization, but this is not traditional volunteering. Instead you will be completing a project for the organization the way that an outside consulting team might. Some examples of projects might include creating a marketing plan for the organization, designing a website, surveying clientele to provide customer service recommendations, creating a database, writing brochures, fliers, or other literature, developing a plan to recruit volunteers or new employees. Benefits of taking this section include working with non-profits and small businesses, doing real-life projects, creating documents and projects that will actually be used and can be shown to perspective employers, taking part in community activities, working with diverse groups of people, and becoming aware of community issues and concerns.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 10-25 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers

**Grade:** 10% mid-semester exam(s), 15% written reports/papers, 50% special projects, 15% in-class presentations, 10% class participation

**Exam format:** essay

#### **BA 3033W Business Communication**

**(Sec 001, 002); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Littlefield, Holly A

**Description:** BA 3033--Business Communications fosters and enhances students' cognitive abilities and communication skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and

skills. BA 3033, Business Communications combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. This course gives students opportunities to develop critical thinking and applied skills through both speaking and writing assignments that simulate real business communication. Students take part in writing, speaking, discussions, team-work and other communications activities. This course should help students to: Communicate credibly and deliver both written and spoken messages that are adapted to the specific needs of the audience and situation; Understand differences in message design and audience interpretation of the various forms of business communication; Realize the persuasive strategies most effective in writing and speaking situations; Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; Demonstrate effective nonverbal communication skills; Critically judge information and information sources; Build sound arguments, using data and logic, when delivering a persuasive message; Use technology to increase the effectiveness of communication.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 10-20 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers

**Grade:** 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% lab work

#### BA 3033W Business Communication

**(Sec 020, 021); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** BA 3033--Business Communications fosters and enhances students' cognitive abilities and communication skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. BA 3033, Business Communications combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. This course gives students opportunities to develop critical thinking and applied skills through both speaking and writing assignments that simulate real business communication. Students take part in writing, speaking, discussions, team-work and other communications activities. This course should help students to: Communicate credibly and deliver both written and spoken messages that are adapted to the specific needs of the audience and situation; Understand differences in message design and audience interpretation of the various forms of business communication; Realize the persuasive strategies most effective in writing and speaking situations; Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; Demonstrate effective nonverbal communication skills; Critically judge information and information sources; Build sound arguments, using data and logic, when delivering a persuasive message; Use technology to increase the effectiveness of communication.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 10-25 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers

**Grade:** 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% class participation

#### BA 3033W Business Communication

**(Sec 003-007); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Syverson MA, JoAnn

**Description:** BA 3033--Business Communications fosters and enhances students' cognitive abilities and communication skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. BA 3033, Business Communications combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. This course gives students

opportunities to develop critical thinking and applied skills through both speaking and writing assignments that simulate real business communication. Students take part in writing, speaking, discussions, team-work and other communications activities. This course should help students to: Communicate credibly and deliver both written and spoken messages that are adapted to the specific needs of the audience and situation; Understand differences in message design and audience interpretation of the various forms of business communication; Realize the persuasive strategies most effective in writing and speaking situations; Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; Demonstrate effective nonverbal communication skills; Critically judge information and information sources; Build sound arguments, using data and logic, when delivering a persuasive message; Use technology to increase the effectiveness of communication.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 10-20 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers

**Grade:** 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% class participation

#### BA 3999 Internship Seminar

**(Sec 001); 1 cr; S-N only; prereq 30 cr, approved internship, instr consent; meets DELM req of classroom**

**Instructor:** Deardurff, Mindy Jo

**Description:** The BA 3999 is a one-credit independent study course (one required instructor meeting during the semester) designed to help you understand and explore key issues that you will encounter during the course of a typical internship, including stages of the internship, organizational culture and effective communication. You will apply this new understanding to your current internship and reflect on your experience in weekly reflection assignments and a final course paper. You will gain a set of frameworks around key work and career issues to guide you in your future transition from school to career. You must be working in an internship (paid or unpaid) for at least 10 hours per week during the course of the semester to register. To register for this course, please contact Mindy Deardurff at [mdeardurff@csom.umn.edu](mailto:mdeardurff@csom.umn.edu).

**Class time:** 10% Discussion, 90% independent study

**Work load:** 15 pages of reading per week, 20 pages of writing per semester, 9 papers, one required meeting with the course instructor

**Grade:** 100% written reports/papers, 0% also required meeting with course instructor

**Course URL:** <http://vista.umn.edu/webct/entryPage.dowebct>

## Business and Industry Education

425 VoTech Building: 612/624-3004

#### BIE 1396 Supervised Career and Technical Education Teaching (Sec 001); 4 cr; S-N only; prereq college consent; meets DELM req of classroom

**Instructor:** Stertz, Tom

**Description:** This course is a supervised teaching experience for beginning on-the-job and pre-service instructors in Career and Technical Education. The course can be used to satisfy the Minnesota Secondary Career and Technical Teacher licensure requirement. The course is delivered in an individualized mode with the U of M instructor acting as a supervisor and resource person. An on-site career and technical instructor or supervisor will also serve as a mentor. All work agreed upon by the student and the BIE 1396 instructor.

#### BIE 3113 Manufacturing Technology

**(Sec 001); 3 cr; prereq Concurrent enrollment 3111; meets DELM req of classroom**

**Instructor:** Stricker, David R

**Description:** This course focuses on the study of manufacturing

concepts, principles, and applications. Topics include: manufacturing processes; machinery technology; design, operation, and management of manufacturing systems/products; automated manufacturing; computer integrated manufacturing; and robotics. Instructional and laboratory experiences will include discussion, demonstration, team project work, and individual assessment. Students will be involved in design, operations, and management of manufacturing systems and products. Emphasis is on application of these concepts to the classroom, through the development of course materials that the student can use in the future.

**BIE 3122 Communication and Information Technology (Sec 001); 3 cr; A-F only; prereq Concurrent enrollment 3121; meets DELM req of classroom**

**Instructor:** Boone, Michael Dennis

**Description:** This course focuses upon principles and processes related to Communication and Information technologies. The processing of information through the use of technology will be examined, both in the classroom and laboratory. The basic communication model (source, encoder, transmitter, decoder, and destination) will provide the framework for examining how humans use information and communication systems in making decisions and solving problems. Objectives: Through completion of this course, students will: a. Design communication systems; b. Develop proficiencies with photographic processes; c. Develop proficiencies with computer aided design software; d. Develop proficiencies in computer graphics and digital imaging; e. Develop proficiencies in desktop publishing; f. Design and build a website that can be used to communicate information; g. Develop lesson plans for use within a communications curriculum; h. Develop proficiencies with multimedia presentation systems.

**BIE 3151 Technical Development: Advanced (Sec 001, 002); 1-32 cr; max crs 32, 12 repeats allowed; prereq instr consent ; meets DELM req of classroom**

**Instructor:** Stertz, Tom

**Description:** Individualized advanced technical development in construction, communication technology, manufacturing, power and energy, and transportation.

**BIE 5015 Integrated Computer Applications in Business and Marketing Education (Sec 001); 3 cr; prereq [5011, 5012, 5013, 5014] or equiv; meets DELM req of classroom**

**Instructor:** Anderson, Michelle M

**Description:** This course is intended to engage ADVANCED students in the use of realistic business microcomputer problems requiring the integration of two or more application packages. While completing these problems, consideration will be given to the pedagogical issues of both learning advanced microcomputer application capabilities, and teaching similar applications to designated groups of learners.

**Class time:** 25% lecture, 75% Laboratory

**Work load:** 2 exams, Six problem-solving projects on computer

**Grade:** 15% mid-semester exam(s), 15% final exam, 10% in-class presentations, 10% class participation, 50% lab work

**Exam format:** Computer problem-solving

**BIE 5151 Technical Development: Specialized (Sec 001, 002); 1-12 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Stertz, Tom

**Description:** Students select and study technical processes and principles based on the particular subject matter areas they plan to teach. Experiences allow students to integrate specialized technical instruction in advanced and emerging areas.

**CSpH 1001 Principles of Holistic Health and Healing (Sec 001); 2 cr; meets DELM req of classroom**

**Instructor:** Brady, Linda J

**Description:** This course focuses on how individuals and society can work for a balanced life to achieve optimal health. Topics include: 1. what is health and well being? 2. cultural constructs of health and well being; 3. fundamental principles and proven measures of holistic health that promote health and well being; 4. holistic health theory and how holistic health is incorporated into the health care delivery system; 5. practical application and integration of holistic health into daily personal life for optimal health and well-being. Class will be interactive and students will reflect on the application of the principles to their daily lives as journaling assignments each week; a key component of class is understanding how we can be more balanced as students in US society. Students will also turn in a reflection in each class, taking into account their readiness to learn and key points of the class. Textbook is optional and will be: Invitation to Holistic Health, by Charlotte Eliopoulos. Most readings will be from the CSpH website modules.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 25-30 pages of reading per week, 30 pages of writing per semester

**Grade:** 40% class participation, 60% journaling assignments of 1-2 pages

**Course URL:** <http://www.ardilla.umn.edu/springcsph1001>

**CSpH 5102 Art of Healing: Self as Healer (Sec 002); 1 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom**

**Instructor:** Gorman, Rebecca Ann

**Description:** The initiation of a healer in ancient cultures was a rigorous process that included a personal journey of inner development and transformation that paralleled the learning of the cognitive and physical healing techniques. This course will introduce the health science student to the concept of the individual transformational journey. The science of psychoneuroimmunology (PNI) and mind-body-spirit approaches will be explored through a variety of methods including lecture, scientific literature review, meditation, imagery, journal writing and social support through group interaction. The students will have an opportunity to explore various aspects of self-knowledge, self-awareness, transpersonal (non-local) experiences and the paradoxical mysteries that will prepare them for their student and personal lives.

**CSpH 5102 Art of Healing: Self as Healer (Sec 001); 1 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom**

**Instructor:** Towey, Sue Mary

**Description:** The initiation of a healer in ancient cultures was a rigorous process that included a personal journey of inner development and transformation that paralleled the learning of the cognitive and physical healing techniques. This course will introduce the health science student to the concept of the individual transformational journey. The science of psychoneuroimmunology (PNI) and mind-body-spirit approaches will be explored through a variety of methods including lecture, scientific literature review, meditation, imagery, journal writing and social support through group interaction. The students will have an opportunity to explore various aspects of self-knowledge, self-awareness, transpersonal (non-local) experiences and the paradoxical mysteries that will prepare them for their student and personal lives.

**CSpH 5115 Cultural Knowledge, Health, and Contemporary Cultural Communities**

**(Sec 001); 3 cr; prereq Jr or sr or grad student or instr consent ; meets DELM req of classroom**

**Instructor:** Brady, Linda J

**Description:** The central goal of this course is that students understand how their personal cultural experience affects their view of health, illness, and healing and how this impacts professional practice. Students will learn in a setting of contact

**Center for Spirituality and Healing**  
Mayo Code 505; C592 Mayo: 612/624-9459

with the wisdom of cultural communities based on a curriculum developed and field tested at the Cultural Wellness Center. We will explore the cultural construct underpinning the medical system, the role of culture in the interaction between practitioner and patient, and the role of the reconnection to cultural heritage in healing.

**CSpH 5201 Spirituality and Resilience**  
(Sec 001); 2 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom

**Instructor:** Marshall, Kathy M

**Description:** In-depth exploration of resilience, spirituality, and the link between them. Specific applications of the resilience/health realization model to students' personal and professional lives. Relevant literature, theory and research will be explored.

**CSpH 5215 Forgiveness and Healing: A Journey Toward Wholeness**

(Sec 001); 2 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom

**Instructor:** Umbreit, Mark S !!CHE McFarland Outstand Tchg Aw!!

**Description:** This course will examine the impact of forgiveness on the process of inter-personal and intra-personal healing, as well as healing of conflict and trauma at the intergroup level. Forgiveness and healing will be examined in the context of intense interpersonal and intrapersonal conflicts in multiple health care and social work settings, including in families, between physicians and nurses, between patients/clients and nurses/social workers, within communities, among friends, between co-workers, or within ourselves. This course is designed to provide a basic understanding of the central elements of forgiveness and healing in the context of multiple health care and social work settings. The concepts of forgiveness and healing will be examined from multiple spiritual and secular traditions. The underlying philosophical elements of forgiveness and healing will be critically assessed and beliefs and rituals from numerous indigenous and European traditions will be presented and examined. The focus will be upon gaining a more grounded understanding of the process of forgiveness and its potential impact upon emotional and relational healing. The concepts of forgiveness and healing will be addressed in a very broad and inclusive manner, with no assumptions made related to their specific cultural context or meaning. Empirical studies that have examined the impact of forgiveness upon emotional and physical healing will be reviewed.

**CSpH 5226 Advanced Meditation: Body, Brain, Mind, and Universe**

(Sec 001); 1 cr; prereq [5225, [Jr or sr or grad student]] or instr consent; meets DELM req of classroom

**Instructor:** Storlie, Erik Fraser

**Description:** Students will work to integrate meditation practice into daily life, cultivating awareness of the fundamental oneness of body, brain, mind, and universe. Attention will be given to mind-body interactions in health, the "hard problem" of consciousness in brain science, and the emergence of compassion, wisdom, and healing in non-discursive awareness.

**CSpH 5301 Cultures, Faith Traditions, and Health Care**  
(Sec 001); 2 cr; A-F only; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom

**Instructor:** Berg, David F

**Description:** This course, which is open to all AHC students and seminarians, examines the cultural and spiritual implications of health care practices of selected native and immigrant populations in Minnesota. The course focuses on the clinical implications of these practices and addresses the inherent personal and professional conflicts for delivery of competent care to culturally/spiritually diverse groups by those trained in the Western health care system. This course requires students to meet with and participate as much as possible with another culture.

**CSpH 5311 Introduction to Traditional Chinese Medicine**  
(Sec 001); 2 cr; A-F only; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom

**Instructor:** Hafner, Christopher Jam

**Description:** This course will introduce you to the definition, history and fundamental concepts of Traditional Chinese Medicine (TCM). We will look at TCM as it is practiced in China, and more so, how it is practiced in Europe and North America. We will discuss the place of TCML within the context of complementary and alternative medicine (CAM) and how TCM relates to conventional biomedicine. We will touch upon issues of training, licensing, and regulation of TCM practitioners in the United States and specifically in Minnesota. We will also discuss issues of access to TCM through third party payment systems, the insurance industry and HMOs. We will explore issues of TCM herbal medicine quality standards and the regulation and use of TCM herbal medicines. We will discuss the issues and ethics of research within the TCML perspective, as well as from a biomedical perspective. Finally, we will outline directions and resources for further study in TCM beyond this course.

**CSpH 5431 Functional Nutrition: An Expanded View of Nutrition, Chronic Disease, and O**  
(Sec 001); 2 cr; prereq [Jr or sr or grad student] in Health Sciences or instr consent; meets DELM req of classroom

**Instructor:** Denton, Carolyn Ward

**Description:** This course will present a novel approach to the principles of nutrition as they relate to optimal health and the prevention, control or intervention in a disease process. This is a model of nutrition application that complements and expands beyond normal growth and development, an approach that attempts to reduce chronic disease by looking for underlying factors or triggers of disease. This model of nutrition considers system dysfunction a pre-disease state and looks for ways to apply nutrition and restore function. The purpose of the course is to provide an overview of this novel application of nutrition. The course will emphasize the importance of nutrition as a component of self-care.

**Grade:** 25% final exam, 40% written reports/papers, 10% in-class presentations, 25% Self assessment and written nutritional intervention

**CSpH 5501 Therapeutic Use of Plant Essential Oils**  
(Sec 001); 3 cr; prereq Jr or sr or grad student or instr consent; intended for students in health sciences or practicing health professionals; [basic science, health science knowledge, computer skills, internet skills] recommended; meets DELM req of classroom

**Instructor:** Halcon PhD, Linda Luciente

**Description:** Fundamentals of essential oil therapy for licensed health professionals, including history, scientific basis, practice issues, chemical basis for the therapeutic effects, safety, research considerations, and the use of 30 essential oils in clinical practice. Essential oil therapy is the controlled use of essential oils for specific, measurable physiological and psychological therapeutic outcomes. This course will include topical application and inhalation as methods of administration.

**CSpH 5511 Interdisciplinary Palliative Care: An Experiential Course in a Community Se**

(Sec 001); 2 cr; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Multidisciplinary teams of course participants will partner with interdisciplinary community hospice teams. They will participate in the delivery of care to patients in a variety of settings. This course will also include a series of seminars, employing self-analysis and case studies to further the participants' appreciation of and expertise in palliative care.

**CSpH 5521 Therapeutic Landscapes**  
(Sec 001); 3 cr; prereq [Jr or sr or grad student] in [health sciences or therapeutic recreation or horticulture or landscape architecture] or health professional or instr consent; meets DELM req of classroom

**Instructor:** Larson, Jean Marie

**Description:** this course is to help students build a theoretical foundation for healing environments and their application to Complementary Alternative Medicine (CAM). This course is offered only through the Center for Spirituality and Healing but carries a wide interdisciplinary application into the departments of horticulture, landscape architecture, architecture, interior design, therapeutic recreation, and the health sciences.

**Class time:** 50% lecture, 25% Discussion, 25% small group work

**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 3 papers

**Grade:** 25% mid-semester exam(s), 50% written reports/papers, 25% in-class presentations

**(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Specially arranged experimental or one-time lecture course given by visiting or permanent faculty. Typically requires instructor approval to register.

## Chemistry

139 Smith Hall: 612/624-6000

### CSpH 5555 Introduction to Body and Movement-based Therapies

**(Sec 001); 2 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom**

**Instructor:** Nordstrom-Loeb, Barbara E

**Description:** This course will cover the basic theories and approaches of selected Somatic Therapies, including dance, movement and body-based therapies. It will include 1) historic and theoretical perspectives on the use of movement, dance and somatic re-patterning, 2) demonstrations of specific techniques, and 3) application of techniques to specific populations and settings. The experiential part of the course will include individual, partner and group exercises intended to embody and deepen the topics covered in the class.

### CSpH 5611 Healthy Humor

**(Sec 001); 1 cr; prereq Jr or sr or grad student or instr consent; meets DELM req of classroom**

**Instructor:** Smith, Kevin Lee

**Description:** Using formal lecture, informal discussion, written, and web-based assignments, students will learn how to use humor to enhance communication, treatment, and relationships with patients, and how to create a positive work environment with co-workers, and how to create a more positive outlook. This course will also explore the many physiologic effects and benefits of humor and laughter and the effects on the immune system. Discussion will include contemporary humor, humor and spirituality, and the connection between positive outlook and health. Students will be provided with practical humor techniques and resources that will help them to become a humor expert.

## Chemical Engineering

151 Amundson Hall: 612/625-1313

### ChEn 4593 Directed study

**(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq ChEn major upper division, instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Directed study under faculty supervision. Student must meet with faculty supervisor before registering to get permission to pursue directed study, arrange study project, grading option, number of credits, and final report requirements.

### ChEn 4594 Directed Research

**(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; OPT No Aud; Instr. Consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to get permission to pursue directed research, arrange research project, number of credits, grading option, and final report requirements.

### ChEn 5595 Special Topics

### Chem 1011 Introductory Chemistry: Lecture and Laboratory

**(Sec 001, 009); Credit will not be granted if credit has been received for: CHEM 1015; 4 cr; prereq [high school chemistry or equiv], two yrs high school math, not passed chem placement exam; high school physics recommended; Not intended for students who will later take CHEM 1021; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Chem 1011 is an undergraduate introductory chemistry course. It may meet a chemistry or science requirement or it may serve as a bridge between high school chemistry and Chem 1021. This course provides a broad survey of chemistry, including an introduction to organic chemistry. Additional topics include matter and energy; measurements in chemistry; ionic and molecular compounds; chemical reactions and chemical equilibrium; gases, liquids, solids, and solutions; acids and bases; and nuclear chemistry.

**Class time:** 50% lecture, 50% Laboratory

**Work load:** 30 pages of reading per week, 5 exams, 12 laboratory reports

**Grade:** 20% lab work, 5% problem solving, 75% Four midterm exams and a final exam

**Exam format:** multiple choice

**Course URL:** <http://www.chem.umn.edu/class/>

### Chem 1021 Chemical Principles I

**(Sec 001, 009, 017); Credit will not be granted if credit has been received for: CHEM 1031, CHEM 1031H, CHEM 1031H, CHEM 1031H; 4 cr; prereq Grade of at least C- in [1011 or 1015] or passing placement exam; intended for science or engineering majors; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Chem 1021 and Chem 1022 are introductory undergraduate chemistry courses with lab. Lectures include chemical demonstrations. Together these two courses prepare students for majors in science, engineering, and the health sciences. Topics include atoms, molecules, and ions; types of chemical reactions and chemical stoichiometry; thermochemistry; atomic structure and the periodic table; ionic and covalent bonding; molecular shapes; an introduction to organic chemistry and polymers; the nature of gases, liquids and solids.

**Class time:** 50% lecture, 50% Laboratory

**Work load:** 40 pages of reading per week, 4 exams, 9 laboratory reports

**Grade:** 20% lab work, 80% Mid-term exams, final exam, problem sets

**Course URL:** <http://www.chem.umn.edu/class/>

### Chem 1022 Chemical Principles II

**(Sec 001, 009, 017, 025); Credit will not be granted if credit has been received for: CHEM 1032, CHEM 1032H, CHEM 1032H, CHEM 1032H; 4 cr; prereq 1021 or equiv; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Chem 1022 is an introductory undergraduate chemistry course with lab. Together, Chem 1021 and Chem 1022 prepare students for majors in science, engineering, and

the health sciences. Lectures include chemical demonstrations. Major topics are properties of solutions; chemical kinetics, the study of the rates and mechanisms of chemical reactions; chemical equilibrium in the gas phase; equilibria in aqueous solutions, including acid-base equilibria; entropy and free energy; electrochemistry; transition metals and coordination chemistry; and selected topics. Environmental issues related to course topics are an integral part of this course. For example, the discovery of the depletion of the stratospheric ozone layer by chlorofluorocarbons (CFCs) is an important application of chemical kinetics.

**Class time:** 50% lecture, 50% Laboratory

**Work load:** 40 pages of reading per week, 4 exams, Nine lab reports

**Grade:** 20% lab work, 80% Mid-term exams, final exam, problem sets

**Course URL:** <http://www.chem.umn.edu/class/>

### Chem 2311 Organic Lab

**(Sec 001, 004, 007); 4 cr; prereq 2302 or concurrent enrollment 2302; meets DELM req of classroom**

**Instructor:** Wissinger, Jane E.

**Description:** This course is designed for undergraduates in the health and science fields that need to fulfill the undergraduate organic chemistry laboratory requirement. It is to be taken after the Organic I lecture course 2301, and concurrently or subsequent to Organic lecture course 2302. The 2311 course is one-semester in length, worth 4 credits, and equivalent to the usual two semester organic laboratory courses taught at other institutions. In the course, interesting and relevant experiments are used to teach the techniques used in the organic laboratory to study, synthesize, isolate, and purify organic compounds. A wide array of instruments including IR, NMR, and GC are used for analysis and computers are used to study molecular conformations and chemical properties. Molecules studied include analgesics, flavors, natural products, dyes, recyclable polymers, and chemiluminescent compounds. Experiments are presented in a manual written by Wissinger and a laboratory techniques textbook ("Pavia") is required. Results are recorded both in report and worksheet formats. Overall, the objective is to give the students hands-on experience illustrating chemistry they learned in lecture, teach problem-solving skills, and demonstrate the value of organic chemistry in our daily lives.

**Class time:** 10% lecture, 90% Laboratory

**Work load:** 30-50 pages of reading per week, 120 pages of writing per semester, 5-6 quizzes

**Grade:** 74% written reports/papers, 9% quizzes, 17% preparation and technique

## Chicano Studies

2 Scott Hall: 612/624-6309

### Chic 1112 Introduction to Chicana/o Studies: Critical Paradigms

**(Sec 001); 3 cr; Credit will not be granted if credit has been received for: CHIC 1106; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Nelson Herrera, Toni Marie

**Description:** Intro to Chican@ Studies: "What is Chican@ Studies and why do we propose to study it?" is the question that forms the basis of this course. What are the social, political, and cultural forces that brought Chican@ studies into existence? We'll examine the historical development of the field and ask where does it stand today? With an interdisciplinary perspective we'll draw on History, Anthropology, Art, Literature, Political Economy, Film and more- to see what kinds of theoretical innovations scholars in the field made. What is the dynamic relationship between theory and practice that the field always calls into question? What does it mean to be Chican@ in terms of questions of identity? From critiques of the media, to the insights offered by the Zapatistas, from the acclaimed

contributions of Chican@ scholars in the fields of gender/sexuality, we will examine, critique and imagine the future of Chican@ Studies.

**Chic 1275 Service Learning in the Chicano/Latino Community (Sec 001); Credit will not be granted if credit has been received for: CHIC 2275, CHIC 3275, CHIC 3275; 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**  
**Instructor:** Ganley, Kathleen Marie !!Outstanding Service Award!!

**Description:** This course is premised on the notion that there are many institutional and social constraints and limitations within schools that block equitable educational opportunities and outcomes for some students. It is also premised on the notion that students who fail to learn in our schools and fail to graduate are our responsibility. Despite overwhelming evidence, especially in urban schools, that schools are failing many students, the broader public often hold tight to our conception of what schools and learning are supposed to look like. In this course, you will be asked to think and act as you contribute to youth education. You will study the education of Chicanos/Latinos in the United States through the integration of academic materials, discussion, guest speakers and visits to the community while doing community service in an educational setting with Latino children or youth. Over the course of the semester, you will provide 42 hours of tutoring and mentoring (approx. 3 hours a week) in culturally grounded programs in one of the following sites: La Escuelita, Academia Cesar Chavez or Edison High School. You will analyze the past, present, and future of the education of Chicanos/Latinos while reflecting on issues such as equality, language usage, graduation statistics, college enrollment, various educational methodologies, special challenges faced by immigrants, and current legislation to create change.

**Class time:** 20% lecture, 40% Discussion, 40% presentations, Web-CT

**Work load:** 40 pages of reading per week, 12 pages of writing per semester, 2 papers, Community tutoring and visits

**Grade:** 20% written reports/papers, 10% in-class presentations, 10% class participation, 10% problem solving, 50% tutoring at community site

**Chic 3223 Chicana/o and Latina/o Representation in Film (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Mendoza, Louis Gerard

**Description:** This course is an introduction to Chicana/o and Latina/o visual representation-the depiction of Latina/o experience, history, and culture in film. Students will review and analyze independent and commercial films as well as learn fundamental film theory and criticism. This course will foster and analytical approach to film as texts that illuminate deeply held beliefs around race, class, ethnicity, gender and national origin.

**Chic 3275 Service Learning in the Chicano/Latino Community (Sec 001); Credit will not be granted if credit has been received for: CHIC 1275, CHIC 1275; 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**  
**Instructor:** Ganley, Kathleen Marie !!Outstanding Service Award!!

**Description:** This course is premised on the notion that there are many institutional and social constraints and limitations within schools that block equitable educational opportunities and outcomes for some students. It is also premised on the notion that students who fail to learn in our schools and fail to graduate are our responsibility. Despite overwhelming evidence, especially in urban schools, that schools are failing many students, the broader public often hold tight to our conception of what schools and learning are supposed to look like. In this course, you will be asked to think and act as you contribute to youth education. You will study the education of

Chicanos/Latinos in the United States through the integration of academic materials, discussion, guest speakers and visits to the community while doing community service in an educational setting with Latino children or youth. Over the course of the semester, you will provide 42 hours of tutoring and mentoring (approx. 3 hours a week) in culturally grounded programs in one of the following sites: La Escuelita, Academia Cesar Chavez or Edison High School. You will analyze the past, present, and future of the education of Chicanos/Latinos while reflecting on issues such as equality, language usage, graduation statistics, college enrollment, various educational methodologies, special challenges faced by immigrants, and current legislation to create change.

**Class time:** 20% lecture, 40% Discussion, 40% presentations, Web-CT

**Work load:** 40 pages of reading per week, 12 pages of writing per semester, 2 papers, Community tutoring and visits

**Grade:** 20% written reports/papers, 10% in-class presentations, 10% class participation, 10% problem solving, 50% tutoring at community site

**Chic 3374 Migrant Farmworkers in the U.S.: Families, Work, and Advocacy (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Sass Zaragoza, Lisa

**Description:** This course examines the historical, legal and political forces which impact farmworkers lives and farmworker movements. We will study the interplay of ethnicity, class and gender as they pertain to social and economic marginalization of migrant workers. We will examine the larger community response, both in support of and against, organized farmworker groups and the role and power of the consumer in today's agricultural system. This course provides a solid foundation for students who wish to apply for summer positions with migrant farmworker organizations or agencies. Upper division undergraduates and graduate students. Fulfills Social Sciences Diversified Core and Cultural Diversity requirements.

**Work load:** 100 pages of reading per week, 1 mid term, 3-4 short papers, 1 final research paper or project. One trip to migrant camp, one hour south.

**Exam format:** multiple choice and short answer

**Chic 3446 Chicana/o History II: WWII, El Movimiento, and the New Millenium (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Nelson Herrera, Toni Marie

**Description:** From the Zoot Suit Riots, to the Vietnam Moratorium, to the Immigration marches of 2006, Chicana/os have been making history and making change in U.S. society. This course will cover Chicana/o history from World War II, through the Chicana/o movement and up to the present looking at how Chicana/os have defined themselves and resisted oppression on a variety of fronts. Issues of the demands of social movements which brought Chicana/o Studies itself into mainstream institutions will be discussed, as well as questions of what that institutionalization means.

**Chic 3452 Xicana/Indigena Studies: History, Culture, and Politics (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Aguirre, Tlahtoki

**Description:** Why do many Chicanas/os self-identify as Xicanas/os (indigenous Chicanas/os)? What is indigeneity? How do Chicana/o ideas of being indigenous to the North American continent reflect their conceptualizations of history, culture, and politics? In what ways have Chicana/o notions of being indigenous united them with other indigenous peoples-namely American Indians and indigenous Mexicans? This course

answers these questions and more to introduce you to the emerging field of indigenous Chicana/o studies. Throughout the class, we will critically unpack the complex histories of Chicana/o peoples, examine indigenous Chicana/o cultures and ideologies, demonstrate the historical alliances among Chicana/o movements and American Indian movements, and identify the contemporary relevance of discussing these topics. We will employ a variety of sources to aid our analysis: guest lectures, movies, writings by indigenous Chicanas/os and American Indians, etc. After the semester, you will have a firm grasp of Xicana/o issues, in addition to a better understanding of how the course material relates to your daily life.

**Class time:** 25% lecture, 60% Discussion, 15% films

**Work load:** 1 papers

**Grade:** 50% written reports/papers, 20% class participation, 30% final paper

**Chic 3712 Chicanas(os): Psychological Perspectives (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Torres, Eden E.

**Description:** This course explores the formation and maintenance of ethnic, gender and racial identity - the need for multicultural and multiracial, as well as feminist, perspectives in mental health practices - and the impact of historical trauma and unresolved grieving on the Mexican American community. Identity politics will be studied as an aspect of the psychological disruption caused by a violent history of conquest, colonization, and/or the displacement of people from their traditional homelands. The impact of history on gender relationships and expectations will also be explored. While the course focuses on Mexican Americans, comparisons to the experiences of similarly affected racial/ethnic groups will be part of the discussion. We will look at the phenomenon of "Liberation Psychology" in Latin America and discuss its possible use in the U.S. All topics will be examined with an awareness of class, race, and gender differences. This discussion will traverse the space between public and private, showing the psychological consequences of historic trauma on individuals, communities, and nations. Thus, meaning will be located in interpersonal as well as global relationships.

**Class time:** 20% lecture, 70% Discussion, 10% in-class activities

**Work load:** 50-100 pages of reading per week, 20-30 pages of writing per semester

**Grade:** 0% 25% Attendance and Participation; 25% Think Pieces (one to two pages on assigned readings and discussions [7 per semester] 25% Co-Facilitation of Discussion; 25% Critical Essay (6-8 pages)

**Chic 3752 Chicanas and Chicanos in Contemporary Society (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Martinez, Richard E

**Description:** This course is designed to help undergraduate students better understand Chicanas/os & Latinas/os in the United States. This will be accomplished with the help of concepts found in sociology. We will focus on three broad topics - population growth, education and economics. We will learn about the three foundational approaches in sociology - structural functionalism, conflict theory and symbolic interactionism - then we will learn how to apply them to a Latino context. Gender will be emphasized. Reading materials include (but may not be limited to) Barrera's "Race and Class in the Southwest," and Valenzuela's "Subtractive Schooling." Newspaper articles will be supplemental. To help us learn, we will use a variety of techniques - lecture, discussion, films, documentaries, guest speakers, fun games and so on. No prerequisites necessary. Non-majors welcome.

**Chic 3900 Topics in Chicano Studies (Sec 001); 3 cr; max crs 6; A-F only; meets DELM req of**

**classroom****Instructor:** Martinez, Richard E

**Description:** This course investigates immigration and Latinas/os in the contemporary United States. We will emphasize the historical, political, sociological and lived experience. We will also emphasize class, identity and gender. To help us learn, we will use a variety of techniques - lecture, discussion, multi-media, films, documentaries, guest speakers, fun games and so on. Reading materials include but may not be limited to Douglas Massey's "Smoke and Mirrors", Louis DeSipio & Rodolfo O. de la Garza's "Making Americans, Remaking America," Juan Gonzalez's "Harvest of Empire" and various newspaper stories that capture the human experience. No prerequisites. Non-majors welcome

social and cognitive development from the prenatal period through adolescence. The major goals include fostering an understanding of the usefulness of a developmental approach to psychological issues, and familiarizing students with current research and methodology in child psychology. This course emphasizes normal physical, cognitive, emotional, and social development. Class sessions will include a mixture of lectures, discussion, videos, and group activities.

**Class time:** 80% lecture, 10% Discussion, 10% instructional videos

**Work load:** 40-50 pages of reading per week, 10-12 pages of writing per semester, 4 exams, 3 papers

**Grade:** 40% mid-semester exam(s), 20% final exam, 25% written reports/papers, 5% class participation, 10% lab work

**Exam format:** multiple choice

**Chic 4231 The Color of Public Policy: African Americans, American Indians, and Chican (Sec 001); Credit will not be granted if credit has been received for: AFRO 4231, AMIN 4231, CHIC 4231, AFRO 4231, AMIN 4231, AAS 4231; 3 cr; meets DELM req of classroom**

**Instructor:** Brewer, Rose Marie !!Morse Alumni Award!!

**Description:** This course is designed to familiarize students with the history of U.S. public policy development and social relations across racial-ethnic-nation cultures. The focus will be on the United States, but recent developments from the global context will be incorporated for comparative purposes. In this course we will examine the structural and institutional conditions through which people of color have been systematically marginalized, and how diverse populations have fought for and won or lost policy change. The course will help students better understand and interpret the "dominant paradigm" in which public policy has been set. Then, we will examine how and why this paradigm has shifted over time, and what the current prospects are for policy transformation in the domestic and global arenas.

**Class time:** 20% lecture, 40% Discussion, 40% community research

**Work load:** 100 pages of reading per week, 40 pages of writing per semester, 6 papers

**Grade:** 20% final exam, 30% written reports/papers, 20% class participation, 30% community research

**Exam format:** take-home

**CPsy 3308 Introduction to Research Methods in Child Psychology (Sec 001); 4 cr; A-F only; prereq 2301, Psy 1001; meets DELM req of classroom**

**Instructor:** Karatekin, Canan**Description:**

**Class time:** 100% lecture

**Work load:** Please ask the instructor for a draft of the syllabus

**Grade:** 0% The course will include many ways of evaluating students. Please contact the instructor for the specific grading criteria.

**Exam format:** Short-response

**CPsy 4303 Adolescent Psychology**

**(Sec 001); 4 cr; A-F only; prereq Psy 1001; meets DELM req of classroom**

**Instructor:** Warren, Henriette

**Description:** This undergraduate course examines psychological development during adolescence. The major goals include 1) gaining an understanding of the major theoretical perspectives on adolescent development, 2) identifying biological, cognitive and social processes of adolescence and the ways in which they interact to influence development, 3) recognizing the role that contextual factors play in shaping adolescent experiences, and 4) gaining familiarity with prominent research methods used in conducting studies of adolescent development. Class sessions will include a mixture of lectures, discussion, videos, and group activities.

**Class time:** 80% lecture, 10% Discussion, 10% instructional videos

**Work load:** 50-60 pages of reading per week, 14-15 pages of writing per semester, 3 exams, 3 papers

**Grade:** 45% mid-semester exam(s), 20% final exam, 30% written reports/papers, 5% class participation

**Exam format:** multiple choice

**CPsy 4313 Disabilities and Development**

**(Sec 001); 4 cr; prereq Psy 1001; meets DELM req of classroom**

**Instructor:** Abery, Brian Hinton

**Description:** The purpose of this course is to provide students with a broad understanding of disabilities and their impact upon child development, taking into consideration the ecology within which growth and maturation take place. Content areas covered will include: disabilities and the educational system, disability and the family, multi-cultural issues and disability, mental retardation, learning disabilities, attention deficit disorder, physical and health related disabilities, autism and traumatic brain injury, communication disorders, hearing and visual impairments, and emotional and behavioral challenges. When covering each disability, issues of etiology, identification, assessment, intervention and developmental outcome will be discussed. A number of additional disability-related topics will also be explored over the course of the semester. These include self-advocacy and self-determination, social inclusion, and ethical and legal issues.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 30-40 pages of reading per week, 15-20 pages of

## Child Psychology

104 Child Development: 612/624-0526

**CPsy 2301 Introductory Child Psychology**

**(Sec 001); 4 cr; prereq 4 cr intro psych; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Warren, Henriette

**Description:** This undergraduate survey course will examine social and cognitive development from the prenatal period through adolescence. The major goals include fostering an understanding of the usefulness of a developmental approach to psychological issues, and familiarizing students with current research and methodology in child psychology. This course emphasizes normal physical, cognitive, emotional, and social development. Class sessions will include a mixture of lectures, discussion, videos, and group activities.

**Class time:** 80% lecture, 10% Discussion, 10% instructional videos

**Work load:** 40-50 pages of reading per week, 5-6 pages of writing per semester, 4 exams, 2 papers

**Grade:** 50% mid-semester exam(s), 20% final exam, 15% written reports/papers, 5% class participation, 10% lab work

**Exam format:** multiple choice

**CPsy 3301 Introductory Child Psychology for Social Sciences (Sec 001); 4 cr; meets DELM req of classroom**

**Instructor:** Warren, Henriette

**Description:** This undergraduate survey course will examine

writing per semester, 3 exams, 2 papers

**Grade:** 30% mid-semester exam(s), 30% final exam, 20%

written reports/papers, 20% problem solving

**Exam format:** Multiple choice and essay

#### **CPsy 4334W Children, Youth in Society**

**(Sec 001); 4 cr; A-F only; prereq 2301; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Oberg MD, Charles N

**Description:** In this course, we will consider selected topics confronting children and youth in society today. The class explores how child development theories, constructs and research contribute to a better understanding of these issues. We will also examine the socio-demographic and epidemiological trends for each topic. The course will utilize a social policy perspective in the identification of problems, examinations of programs, and the evaluation of solutions.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 50 pages of reading per week, 10-12 pages of writing per semester, 2 exams, 3 papers. As a writing intensive course, the student takes a child/youth related topic and writes about the issue in three different formats. These consist of a Memorandum, Issue Brief and a Fact Sheet or Brouchure. Rewrites are encouraged.

**Grade:** 30% mid-semester exam(s), 30% final exam, 40% written reports/papers

**Exam format:** Mid-term is multiple choice and the final is in an essay format

#### **CPsy 4994 Directed Research in Child Psychology**

**(Sec 001-018); 1-4 cr; max crs 8, 8 repeats allowed; prereq 4 cr in CPsy, instr consent, dept consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This is an opportunity for students to assist in developmental research. Many opportunities are listed on our CPSY undergraduate advising board in Room 106. Possible tasks might include making phone calls to solicit subjects; scheduling and confirming appointments; updating information; filming subjects; coding data, entering data into a computer; tabulating data; analyzing data statistically; sitting with siblings during experiments; doing library research; collecting archival data. This list is not exhaustive. A contract and override are required to register. The student uses a contract as an opportunity to clarify opportunities, responsibilities, and desires, etc.

**Class time:** 10% Discussion, 90% Laboratory

**Work load:** 3 lab hours per credit per week

**Grade:** 20% special projects, 70% lab work, 10% problem solving

#### **CPsy 4996 Field Study in Child Psychology**

**(Sec 001); 1-4 cr; max crs 8, 8 repeats allowed; S-N only; prereq 4 cr CPsy, instr consent; meets DELM req of classroom**

**Instructor:** Mooney-Mc Loone, Ann

**Description:** This opportunity normally provides students with an internship in their career plans. Internships offer another way to develop contacts and explore different career possibilities. The Child Psychology Peer Advising Office, Room 106, Child Development, has an extensive internship file on hand that is divided into various areas of interest such as infancy, young children, adolescence, and the aging. There are many agencies that may be of interest to students. The hours are usually flexible enough to work around any schedule. Students sign up for 1-4 credits. 3 hours on site per week 1 credit is required.

**Class time:** 10% Discussion, 90% Laboratory

**Work load:** 10 pages of reading per week, 1 papers

**Grade:** 20% written reports/papers, 80% lab work

**Exam format:** paper

## Chinese

453 Folwell Hall: 612/625-6534

#### **Chn 1012 Beginning Modern Chinese**

**(Sec 001, 005, 050); Credit will not be granted if credit has been received for: CHN 4002, CHN 4002, CHN 4002; 6 cr; prereq 1011 or equiv or instr consent; meets DELM req of classroom**

**Instructor:** Wang, Ling

**Description:** This is the second semester of the two-semester sequence in first-year Chinese. This course is designed for those who have completed Chinese 1011. Students with equivalent preparation may also register this course with the written permission of the instructor. In this course, students are introduced to additional modern standard Chinese (Mandarin) grammar, vocabulary, and sentence structures. As with Chinese 1011, the course consists of two lectures and five recitation classes each week. By the end of the semester, students should be able to recognize about 700 characters, write about 500 of them, conduct simple conversations on various daily topics, read texts on general topics, and write a short composition in Chinese. Textbook: Integrated Chinese, Level 1, Part 2 (Cheng & Tsui Company). Class time: 7 class hours/week

**Class time:** 30% lecture, 70% Discussion

**Work load:** 6 exams, listening, tape recording, written assignment, character writing

**Grade:** 10% mid-semester exam(s), 15% final exam, 10% quizzes, 20% lab work, 15% Tests; 5% Homework: Characters; 10% Tapes; 10% Written; 5% Vocabulary Quizzes

**Exam format:** Listening, speaking, reading and writing

#### **Chn 1016 Accelerated Intermediate Modern Chinese**

**(Sec 001); 5 cr; prereq 1012 or 1015; oral/aural skills or speaker of other Chinese dialect recommended; credit will not be granted if credit received for: 3021 or 3022;; meets DELM req of classroom**

**Instructor:** Li, Chi-Ping

**Description:** As the second part Accelerated Modern Chinese course series, this course is the continuation of Chinese 1015. It is designed for students who are heritage speakers of Chinese and/or who can understand and speak modern Chinese. The purpose of this course is to help students improve their ability in listening, speaking, reading and writing Chinese. It particularly aims to help students develop more sophisticated vocabulary and enhance reading and writing ability in Chinese. As an accelerated course, we will cover the whole of second year Chinese within one semester, and the pace of the course will be approximately one lesson every three days. Students should be ready to take the Chinese GPT and/or take third year Chinese after this course.

**Class time:** 40% lecture, 50% Discussion, 10% Laboratory

**Work load:** 20 pages of reading per week, 5 pages of writing per semester, 6 exams, characters writing and workbook exercises

**Grade:** 15% mid-semester exam(s), 15% final exam, 10% quizzes, 20% class participation, 40% 20% Homework; 5% Vocab Quizzes; 5% Composition; 10% Tests

**Exam format:** Oral interview and performance, listening, reading, writing

**Course URL:** [http://www.all.umn.edu/chinese\\_language](http://www.all.umn.edu/chinese_language)

#### **Chn 3022 Intermediate Modern Chinese**

**(Sec 001, 050); 5 cr; prereq 3021; meets DELM req of classroom**

**Instructor:** Liu, Zhigang

**Description:** This course, the second segment of a two-semester sequence in intermediate modern Chinese, is intended for students who have completed Chinese 3021 or its equivalent. Students who have not completed Chinese 3021 or its equivalent but wish to register need to get permission from the primary instructor first. The course is to assist students in improving their ability to understand, speak, read, and write Chinese, and particularly, aims to help students use more

advanced vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. CNH 3022 covers lessons 11-20 of the textbook &quot;Integrated Chinese&quot; Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students are expected to be able to comprehend daily Chinese speech, conduct fairly sustained conversation in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes.

**Class time:** 40% lecture, 60% Discussion

**Work load:** 2 exams, homework, quizzes, and exams

**Grade:** 15% mid-semester exam(s), 20% final exam, 20% quizzes, 15% class participation, 30% Homework: 25%; Vocabulary quizzes 5%

**Exam format:** Listening comprehension, oral interview, reading comprehension, grammar, translation

**Course URL:** [http://www.all.umn.edu/chinese\\_language](http://www.all.umn.edu/chinese_language)

permission of the instructor. In this course, students are introduced to additional modern standard Chinese (Mandarin) grammar, vocabulary, and sentence structures. As with Chinese 1011, the course consists of two lectures and five recitation classes each week. By the end of the semester, students should be able to recognize about 700 characters, write about 500 of them, conduct simple conversations on various daily topics, read texts on general topics, and write a short composition in Chinese. Textbook: Integrated Chinese, Level 1, Part 2 (Cheng & Tsui Company). Class time: 7 class hours/week

**Class time:** 30% lecture, 70% Discussion

**Work load:** 6 exams, listening, tape recording, written assignment, character writing

**Grade:** 10% mid-semester exam(s), 15% final exam, 10% quizzes, 20% class participation, 15% Tests; 5% Homework: Characters; 10% Tapes; 10% Written; 5% Vocabulary Quizzes

**Exam format:** Listening, speaking, reading and writing

**Course URL:** [http://www.all.umn.edu/chinese\\_language](http://www.all.umn.edu/chinese_language)

### Chn 3201 Chinese Calligraphy

**(Sec 050); 2 cr; meets DELM req of classroom**

**Instructor:** Zhang, Hong

**Description:** A beginning course in Chinese Calligraphy. Chinese language background is NOT required. Lectures include introducing various Chinese Calligraphy techniques and exposing students to Chinese Calligraphy history and the cultural background in general. Students will be taught to develop a sense of self-cultivation through the art of Chinese Calligraphy. Practicing in the class will give students hands-on experience of proper use of Chinese brush and ink to write Chinese characters. Students will also have the opportunity to write Chinese couplets, Chinese poems and to learn the meaning of the calligraphy written. The book written by the instructor will be used.

**Class time:** 30% lecture, 5% Discussion, 65% Classroom exercises, with instructor's coaching students individually

**Work load:** 1-2 pages of Chinese Calligraphy per week (approx. 16 characters per page)

**Grade:** 50% class participation, 50% Homework assignments and special projects

### Chn 3202 Intermediate Chinese Calligraphy

**(Sec 050); 2 cr; prereq 3201 or instr consent; meets DELM req of classroom**

**Instructor:** Zhang, Hong

**Description:** This is the second semester of a two-semester sequence in Chinese Calligraphy. The course is designed for those who have completed the course CHN 3201. Students with Chinese Calligraphy background may also enroll with the permission of the instructor. The knowledge of Chinese language is NOT required. Students will learn more advanced techniques relating to the structure and composition of Chinese characters. The regular script type of Chinese calligraphic style will be taught. Students are introduced to Chinese culture with varied Chinese classical poems and couplets. Students will also have the opportunity to learn the meaning of the Chinese Couplets and Poems they write. By the end of this course, students will be able to appreciate the art of Chinese Calligraphy. The book written by the instructor will be used in this course.

**Class time:** 30% lecture, 5% Discussion, 65% class room practice with instructor's coaching students individually.

**Work load:** 1-2 pages of Chinese Calligraphy per week (approx. 20 characters per page)

**Grade:** 50% class participation, 50% homework assignments and special projects.

### Chn 4002 Beginning Modern Chinese

**(Sec 001, 005, 050); Credit will not be granted if credit has been received for: CHN 1012, CHN 1012, CHN 1012, CHN 1012, CHN 1012; 3 cr; prereq 4001, grad student; meets DELM req of classroom**

**Instructor:** Wang, Ling

**Description:** This is the second semester of the two-semester sequence in first-year Chinese. This course is designed for those who have completed Chinese 1011. Students with equivalent preparation may also register this course with the written

### Chn 4004 Intermediate Modern Chinese

**(Sec 001, 050); 3 cr; prereq 4003, grad student; meets DELM req of classroom**

**Instructor:** Liu, Zhigang

**Description:** This course, the second segment of a two-semester sequence in intermediate modern Chinese, is intended for students who have completed Chinese 3021 or its equivalent. Students who have not completed Chinese 3021 or its equivalent but wish to register need to get permission from the primary instructor first. The course is to assist students in improving their ability to understand, speak, read, and write Chinese, and particularly, aims to help students use more advanced vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. CNH 3022 covers lessons 11-20 of the textbook &quot;Integrated Chinese&quot; Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students are expected to be able to comprehend daily Chinese speech, conduct fairly sustained conversation in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes.

**Class time:** 40% lecture, 60% Discussion

**Work load:** 2 exams, homework, quizzes, and exams

**Grade:** 10% mid-semester exam(s), 15% final exam, 25% written reports/papers, 20% quizzes, 5% in-class presentations, 20% class participation, 5% vocabulary quizzes

**Exam format:** Listening comprehension, oral interview, reading comprehension, grammar, translation

**Course URL:** [http://www.all.umn.edu/chinese\\_language](http://www.all.umn.edu/chinese_language)

### Chn 5040 Readings in Chinese Texts

**(Sec 001); 2-4 cr; max crs 12, 3 repeats allowed; prereq 3032 or equiv or instr consent; meets DELM req of classroom**

**Instructor:** Zou, Zhen !!CLA-Work Group Outstdg Svc Awd!!

**Description:** This course will expose advanced students of Chinese to various Chinese writings and improve their ability to read Chinese literary work in the original Chinese language. In this course we will study writings of different styles in contemporary China, including essays, short stories, and poems written since 1950 to the present, with an emphasis on the 1980s and 1990s, one of the peak times in 20th-century Chinese literature. These writings reflect a changing Chinese society. The aspects of Chinese culture and society covered in this course include the Cultural Revolution, major Chinese cities, transportation, entertainment in the countryside, new poetry, middle-aged men, and so on. The lectures and discussions will focus on the use of the language, the contents of the texts, and the Chinese cultural and philosophical messages found in those works. The course will be taught in modern standard Chinese (Mandarin).

**Class time:** 65% lecture, 25% Discussion, 5% Laboratory, 5% Film

**Work load:** 6 pages of reading per week, 6 pages of writing per semester, 4 exams, 5 papers, Web project, oral presentation, final project

**Grade:** 10% mid-semester exam(s), 15% final exam, 15%

written reports/papers, 15% special projects, 15% quizzes, 10% in-class presentations, 10% class participation, 10% homework

**Exam format:** multiple choice, fill in blanks, making sentences, short answers

**Course URL:** [http://www.all.umn.edu/chinese\\_language](http://www.all.umn.edu/chinese_language)

## Civil Engineering

122 Civil Engineering Building: 612/625-5522

### CE 3301 Soil Mechanics I

**(Sec 001); Credit will not be granted if credit has been received for: GEOE 3301, GEOE 3301; 3 cr; A-F only; prereq IT, AEM 3031; meets DELM req of classroom**

**Instructor:** Guzina, Bojan B

**Description:** The mechanics of soils forms the basis of geotechnical engineering involving the design of civil engineering structures such as foundations, retaining walls, dams and slopes. The course focuses on the fundamentals of soil mechanics and covers the topics such as index properties of soils and their classification, consolidation of saturated soils due to one-dimensional compression, partition of stresses between the soil particles and water, stress distribution in soil deposits due to foundation loads, permeability and seepage. Text: B.M. Das, "Fundamentals of Geotechnical Engineering."

**Class time:** 70% lecture, 30% Laboratory

**Work load:** 20 pages of reading per week, 2 exams, 2 quizzes, 8 homework assignments, 7 labs/reports

**Grade:** 27% mid-semester exam(s), 30% final exam, 10% quizzes, 21% lab work, 12% problem solving

**Exam format:** Multiple choice

### CE 3502 Fluid Mechanics

**(Sec 001, 005-006); 4 cr; A-F only; prereq [AEM 2012 or AEM 3031], Math 2373, [IT or ForP major]; meets DELM req of classroom**

**Instructor:** Arndt, Roger EA

**Description:** This is a required course for all civil engineering students. The subject material is broken into two parts. Fundamental principles are covered in sufficient depth to provide the student with the tools necessary to pursue more advanced work on the topic. The fundamental aspects of the course include fluid statics, kinematics, the equations of motion, pressure-velocity relationships, viscous effects, boundary layers and momentum and energy equations. Applications are covered in sufficient detail to handle fluid flow problems at the entry level of engineering practice. Applications include lift and drag, flow in pipes and pipe systems, hydraulic machinery and fluid measurements. Three hours of lecture are supplemented by a three hour per week laboratory. The student will be required to participate in nine sessions of laboratory practice during the semester and provide a report on each. The laboratory reports will count for 25% of the grade in the course. Laboratory manuals are available at Copies on Campus. The text for the course is "Engineering Fluid Mechanics", 6th Ed., Robinson and Crowe. Although this course is aimed at undergraduate civil engineering students, it is also suitable for other engineering undergraduates or graduate students whose undergraduate work was not in engineering e.g., a biology major pursuing graduate work in environmental engineering.

**Class time:** 50% lecture, 50% Laboratory

**Work load:** 35 pages of reading per week, 3 exams, 8 papers

**Grade:** 15% mid-semester exam(s), 30% final exam, 25% written reports/papers, 15% quizzes, 15% problem solving

**Exam format:** problems

**Course URL:** <http://www.ce.umn.edu/courses>

### CE 4101W Project Management

**(Sec 001); 3 cr; prereq Upper div IT or construction management; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Eiler, Tim

**Description:** Survey of broad areas in engineering project management and economics. Project planning, scheduling, and controlling; budgeting, staffing, task and cost control; communicating with, motivating, leading, and managing conflict among team members; engineering economics.

### CE 4102W Capstone Design

**(Sec 002); 3 cr; A-F only; prereq 3201, 3202, 3301, 3401, 3402, 3501, 3502; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Stefan, Heinz G

**Description:** Teams of 3 - 4 students solve civil engineering problems posed by practicing engineers (mentors). From problem description through formulation of objectives, conceptual solutions, preliminary planning and analysis, design, environmental impact assessment, final plans/specifications, cost analysis, and recommendations. Each team makes three presentations. Draft reports and a final project report are reviewed.

**Class time:** 10% Discussion, 90% Team work on an engineering project

**Work load:** 10 - 20 pages of reading per week, 60 pages of writing per semester, 3 papers

**Grade:** 80% written reports/papers, 20% in-class presentations

### CE 4180 Independent Study II

**(Sec 001-004); 1-4 cr; max crs 4, 4 repeats allowed; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Special studies in planning, design, or analysis of civil engineering systems. Individual lab research problems, literature studies, reports. Supervised by staff.

### CE 4190 Engineering Co-op Assignment

**(Sec 001-003); 6 cr; max crs 6, 1 repeat allowed; S-N only; prereq Upper div CE, approval of department co-op director; meets DELM req of classroom**

**Instructor:** Gulliver, John Stephen

**Description:**

**Class time:**

**Grade:** 100% written reports/papers

### CE 4501 Hydrologic Design

**(Sec 001); 4 cr; A-F only; prereq 3502; meets DELM req of classroom**

**Instructor:** Foufoula, Efi

**Description:** The objectives of this course are: (1) to acquire a basic understanding of the hydrologic cycle and the processes involved, (2) to develop the ability to quantitatively compute or estimate the magnitude of hydrologic processes, (3) to acquire a basic understanding of open channel hydraulics, uniform flow, critical depth and gradually varied flow, and (4) to understand how the above information may be used in engineering design of water resources systems. Material covered includes: Precipitation, evaporation, infiltration and runoff; flood routing through rivers and reservoirs; flood frequency analysis and estimation of design events; open channel flow; culvert design; detention basin design; hydraulic structure sizing and estimation of risk of flooding.

**Class time:** 60% lecture, 15% Discussion, 25% Laboratory

**Work load:** 20 pages of reading per week, 30+ pages of writing per semester, 2-3 exams, 6-7 homework assignments.

**Grade:** 45% mid-semester exam(s), 25% final exam, 30% special projects, 0% 45% midsemester exams (2 exams). 30% special projects (homework assignments).

**Exam format:** Essay.

### CE 4561 Solid Hazardous Wastes

**(Sec 001); 3 cr; prereq IT or grad, Chem 1022, 3501 or instr consent; meets DELM req of classroom**

**Instructor:** Novak, Paige J

**Description:** The target audiences for this course are upper-level undergraduate and graduate students in technical

majors. The course covers the characterization of solids hazards wastes, regulations, waste minimization and resource recovery, chemical, physical, biological, and thermal waste treatment, and disposal practices. The course will include several field trips to waste treatment and disposal facilities.

**Class time:** 70% lecture, 10% Discussion, 20% Group problems and field trips.

**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers, 4-6 homework assignments.

**Grade:** 40% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% problem solving

**Exam format:** Problem and short answer/discussion.

**Description:** Student may contact the instructor or department for information.

## Classical and Near Eastern Studies

245 Nicholson Hall: 612/625-5353

### CNES 1042 Greek and Roman Mythology

**(Sec 001); Credit will not be granted if credit has been received for: CLAS 1142, CLAS 1042H, CNES 1042H; 4 cr; prereq credit will not be granted if credit received for: CLAS 1042, 1042H; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Nappa, Christopher

**Description:** The myths of ancient Greece and Rome have had a profound influence on the art, literature, and thought of all later western culture. In myth we encounter gods and heroes, demons and monsters, but most of all human beings trying to make sense of the universe and our place within it. Classics 1042 is a general introduction to classical mythology. The semester will be organized around the different sources that preserve Greek and Roman myth, including Greek epic and tragedy, vase painting and sculpture, and the poetry of Ovid. There will also be occasional reading and discussion of comparative material from the ancient Near East. Some emphasis will be placed on the survival of myth in later culture (especially in the visual arts) and on differing theories of interpreting myth.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 60-100 pages of reading per week, 15-20 pages of writing per semester, 4 papers, Reading assignments vary in length. There will also be occasional in-class writing assignments.

**Grade:** 40% written reports/papers, 30% quizzes, 20% class participation, 10% in-class essay

**Course URL:** <http://www.tc.umn.edu/~cnappa/myth.html>

### CNES 1042H Honors Course: Greek and Roman Mythology

**(Sec 001); Credit will not be granted if credit has been received for: CLAS 1042, CNES 1042; 4 cr; prereq Honors or instr consent; meets CLE req of Other Humanities Core; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Nappa, Christopher

**Description:** The myths of ancient Greece and Rome have had a profound influence on the art, literature, and thought of all later western culture. In myth we encounter gods and heroes, demons and monsters, but most of all human beings trying to make sense of the universe and our place within it. Classics 1042H is a general introduction to classical mythology. The semester will be organized around the various sources that preserve Greek and Roman myths, including Greek epic and tragedy, vase painting and sculpture, and the poetry of Ovid. There will also be occasional comparative readings from ancient Near Eastern mythology. Some emphasis will be placed on the survival of myth in later culture and on differing theories of interpreting myth. Honors version of CNES 1042.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 60-100 pages of reading per week, 20-25 pages of writing per semester, 5 papers, Reading assignments vary in length. There will also be occasional in-class writing assignments.

**Grade:** 40% written reports/papers, 25% special projects, 20% quizzes, 15% class participation

**Course URL:** <http://www.tc.umn.edu/~cnappa/myth.html>

### CNES 1910W Freshman Seminar: Reading and Writing in the Ancient World

**(Sec 001); 3 cr; prereq Fr or up to 30 cr; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** von Dassow, Eva

**Description:** Why was writing invented, and how? What difference did it make to society once it was invented? Who learned to read and write in antiquity, and what did they write?

## Classical Civilization

300 Folwell Hall: 612/625-7565

### CICv 3940 Proseminar: Classical Traditions in Western Culture (Sec 001); 3 cr; max crs 6; prereq CICv major or instr consent; meets DELM req of classroom

**Instructor:** Clayton, Tom !!Morse Alumni Award; Regents' Award!!

**Description:** Perpend. And enjoy. Need one say that Shakespeare's works are brilliant, exciting, and enlightening in any perspective? He took his plots where he found them, taking much along besides, including values, attitudes, perspectives, and more. And less. One of his major sources, Plutarch, was a philosopher and "ethicist" as well as biographer, and Shakespeare could have drawn on his "Moralia" (trans. Philemon Holland, 1603) as he certainly drew on Sir Thomas North's translation of his "Lives" (1579, 1602-03). But this is not a course in post-hoc-ergo-propter-hoc-tivity, and the emphasis will be on what Shakespeare wrote, and how that means, was designed, and affects audiences in any form of transmission. Plutarch affords one way into the theater of genius--and was a thinker and writer of significance and distinction himself, one likewise ripe for ranging intertextualities. We will accordingly consider him in his own right as well as in relation to Shakespeare. The primary plays (with the relevant lives) will be the late Roman tragedies "Antony and Cleopatra" and "Coriolanus," with passing attention to "Julius Caesar" and more than passing attention to "Timon of Athens." I have heard students say that tragedies are depressing, but art and intellection transcend depression where they penetrate and then may well relieve it. The cheerful collective of a seminar may do much. The course will be regularly e-mail enhanced.

**Class time:** 20% lecture, 10% Closed Circuit TV, 50% Discussion, 20% students' papers read aloud

**Work load:** 100 pages of reading per week, 20-25 pages of writing per semester, 3 papers

**Grade:** 60% written reports/papers, 15% quizzes, 15% in-class presentations, 10% class participation

**Exam format:** No exams (proseminar)

### CICv 3993 Directed Studies in Classical Civilization

**(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

### CICv 3994 Directed Research in Classical Civilization

**(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

### CICv 3996 Directed Instruction in Classical Civilization

**(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

And how did modern scholars figure out how to read what people wrote in long-forgotten, extinct writing systems? These are among the questions to be explored in this freshman seminar. We shall focus on writing systems developed in and around the ancient Near East: cuneiform in Mesopotamia and Iran, hieroglyphics in Egypt, and the alphabet in the Levant; we shall also examine the Indus Valley script, Linear A and B, Anatolian hieroglyphics, Old Persian cuneiform, and Meroitic. In each case, you will learn about the origins and development of the writing system, how it worked, what language(s) were written in it, and what kinds of texts people wrote. You will also learn the story of each writing system's decipherment -- or attempts to decipher it, in the case of incompletely cracked codes such as Linear A. And there will be at least one opportunity to examine ancient inscriptions first-hand

**Class time:** 60% lecture, 40% Discussion

**Work load:** 40 pages of reading per week, 25 pages of writing per semester, 6 papers, occasional quizzes

**Grade:** 70% written reports/papers, 10% quizzes, 20% class participation

**Exam format:** identifications and definitions

### CNES 3035 Classical Myth in Western Art

**(Sec 001); Credit will not be granted if credit has been received for: ARTH 3035; 4 cr; credit will not be granted if credit received for: CLAS 3035; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Mc Nally, Sheila J

**Description:** In this class we look at selected figures and events from classical mythology as ancient artists first depicted them and as they have reappeared in later Western art. Three characteristics of myth challenge artists: (1) myths arise out of concern with the world around us, and refusal to accept its limitations; (2) myths tell stories; (3) myths involve tradition. We therefore look at how artists expand everyday experience, reveal characters through action, and rework tradition. **Workload:** Reading in course packets, about 15 pages a week. Course focuses on images, so attendance at discussion of slides in class is very important. Three quizzes, each divided between "objective" questions and short written discussion, and a longer prepared essay. Two projects, each with an individual written portion and a group portion. Class is organized to include both group and individual work making use of VISTA. Fuller information on all parts of the course are available through VISTA. Registered students can access them using email passwords.

**Work load:** 15 pages of reading per week

**Grade:** 30% final exam, 40% written reports/papers, 30% quizzes

**Exam format:** Discussion of Images

### CNES 3103 Ancient Greece: Alexander and the East

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Krevans, Nita

**Description:** This class will explore the life of Alexander (myth and reality), his conquests and their results, and the culture of the Greek-speaking world in the two centuries after his death--a world whose most influential capital was no longer Athens, but Alexandria, Alexander's new city in Egypt. This was an exciting period of artistry and scholarship; our survey will include Hellenistic literature (novels, poetry, and the epic of Jason and the Argonauts), philosophy (Epicureanism, Stoicism), and art (sculpture, mosaics, portraiture, painting). The reading will emphasize works written at the time. (All reading is in translation.) This class welcomes undergraduates in all majors. **FINAL PROJECT:** Each student will create a forged 'document' from the Hellenistic period reflecting their own interests. (Examples: letters, inscriptions, poems, excerpts from histories or biographies, etc.). Students will then exchange documents and prepare a scholarly commentary on the 'document' they receive. **WARNING:** Some of the material presented in this class may be considered obscene.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 80-100 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, See description of final

project above; students also work in groups to create online study guides for the class.

**Course URL:** <http://myu.umn.edu>

### CNES 3109 The Age of Justinian and Muhammad (c.500-c.700 A.D.)

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Nicholson, Oliver !!UC Outstanding Teaching Award!!

**Description:** This is not a course about Islam. It is not even a course about Islamic origins. Rather it considers the kaleidoscope of civilizations which immediately succeeded the Roman Empire in the 6th and 7th centuries A.D.. We start in the Eastern Mediterranean with the Golden Age of the Early Byzantine Empire under Justinian (527-65), codifier of Roman law, builder of the Hagia Sophia at Constantinople, 'the most interesting building in the world'. We go on to consider the 120 years of superpower struggle which the Byzantines had with their neighbours in the Persian Empire and also the attempts of Justinian to reclaim for the Byzantines the lost Roman lands around the Western Mediterranean. This will lead to a look at former Roman territory in Western Europe now ruled by Germanic kings, especially Anglo-Saxon England as described by the Venerable Bede, before we come back to the Levant to examine the impact on Byzantium and Persia of Arab invasion and the first century of the Islamic Caliphate. All this will be studied so far as possible in sources written at the time, so that we come to understand not only the pattern of events, but also what people from vastly various worlds thought about them. This is cultural diversity indeed.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 3 exams, Map Quiz also

**Grade:** 40% mid-semester exam(s), 60% final exam

**Exam format:** "Gobbets" (passages from ancient sources set for comment)

### CNES 3951W Major Project

**(Sec 001-003); 4 cr; prereq Three 3xxx ANE courses, [major in ANE or CNEA or ReIS], instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

### CNES 4052 Ancient Near East and Egypt: 1500 to 323 BCE

**(Sec 001); Credit will not be granted if credit has been received for: HIST 4052, HIST 4052; 3 cr; A-F only; prereq 4051 or prev coursework in ancient history recommended; meets DELM req of classroom**

**Instructor:** von Dassow, Eva

**Description:** This course is the second half of a sequence providing in-depth coverage of the history of the ancient Near East, encompassing the lands of Western Asia and Northeast Africa (principally Mesopotamia, Iran, Anatolia, the Levant, Egypt, and Nubia). Hist 4051 covers the periods from the Neolithic through the Middle Bronze Age (c. 9000-1500 BCE), and Hist 4052 covers the periods from the Late Bronze Age through the death of Alexander the Great (c. 1500-323 BCE). Major themes of Hist 4052 include imperial expansion and collapse, diplomatic relations among states, transformations in social structure, innovations in military technology, and developments in religion and theology. Because the data of ancient Near Eastern history are derived from archaeological remains as much as from written sources, the class will study sites and artifacts along with inscriptions, documents, and literary works. Students will develop skills in interpreting the evidence of material culture and images in conjunction with texts. To this end, when possible the class will examine actual artifacts as well as viewing slides. The course is intended primarily for advanced undergraduates and beginning graduate students majoring in ancient history and related fields.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 75 pages of reading per week, 25 pages of writing per semester, 1 exams, 1 papers, several writing assignments

and quizzes

**Grade:** 20% final exam, 45% written reports/papers, 20% quizzes, 15% class participation

**Exam format:** essay and identifications/definitions

**Work load:** 2 exams

**Grade:** 30% mid-semester exam(s), 30% quizzes, 10% class participation, 30% lab work

#### CFAN 5251 Archaeology of Herodian Israel

**(Sec 001); Credit will not be granted if credit has been received for: RELA 5251, RELA 5251, RELS 5251, RELS 5251; 3 cr; A-F only; prereq One course in [archaeology or ancient history] or grad student; meets DELM req of classroom**

**Instructor:** Berlin, Andrea !!Morse Alumni Award!!

**Description:** In this course, we will study art, architecture, and household goods from archaeological sites in Israel dating from the reign of King Herod the Great (37-4 B.C.). We will first focus on the constructions by Herod himself: his fabulous palaces (eg., Masada, Jericho, Herodium, Caesarea), as well as the magnificent religious structures he built for his various subjects (eg., the Temple in Jerusalem for Jews, Roman-style temples at Caesarea and Samaria for pagans). Herod's buildings exhibit a mix of Roman, Near Eastern, and Hellenistic Greek styles, which is understandable given his position and the period in which he lived: he was a friend of Augustus Caesar, the first emperor of Rome; a Near Eastern monarch in the tradition of the Assyrians and Persians; and an artistic patron of Hellenistic Greek culture. We will next concentrate on remains from both Jewish and pagan settlements throughout Herod's kingdom. These exhibit an astonishing variety, and reflect the diversity of Herod's subjects. Study sites will include Jerusalem, where the Jewish aristocracy lived; Qumran, village of the sect who wrote the Dead Sea Scrolls; Gamla, a prosperous Jewish village in the Golan Heights; and Caesarea, the city and harbor that Herod built for the comfort and prosperity of his pagan subjects. The course readings will consist of contemporary literary sources and excavation reports. The target audience is graduate students and committed undergraduates with relevant preparatory work.

**Class time:** 50% lecture, 25% Discussion, 25% student reports  
**Work load:** 50 pages of reading per week, 30 pages of writing per semester, 3 papers

**Grade:** 75% written reports/papers, 25% in-class presentations

**Exam format:** There are no exams.

## College of Food, Agri & Natural Resource Sciences

#### CFAN 3000 Directed Studies in International Agriculture (Sec 001-003); 2-4 cr; max crs 8, 3 repeats allowed; A-F only; prereq instr consent ; meets DELM req of independent study; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Oral presentations and discussions of students' research papers, literature review of selected topics, and discussions with students and staff about their experiences in international agriculture. Typically for COAFES undergrads, but is open to anyone. Requires faculty approval to register.

**Class time:** 100% Discussion

**Work load:** amount of work and nature of projects negotiated with faculty

**Grade:** 0% 80-90% written reports or papers; 10-20% presentations

#### CFAN 3001 Pests and Crop Protection

**(Sec 001); 3 cr; A-F only; prereq Biol 1009 or equiv or instr consent; meets DELM req of classroom**

**Instructor:** Steffenson, Brian Joel

**Description:** Introduction to the organisms that cause plant diseases. Symptoms of plant diseases, economic losses due to plant diseases, and chemical and biological strategies for managing plant diseases will be discussed.

**Class time:** 50% lecture, 50% Laboratory

#### CFAN 3100H Honors Experience

**(Sec 001); 2-3 cr; max crs 6; A-F only; prereq Approved proposal by CFANS honors program committee; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** The Honors Experience is a required portion of the College of Agriculture Honors program. Individuals work with a faculty mentor and define an Honors Experience to be completed. Registration is limited to College of Agriculture Honors Students. Students must have prior approval from the Honors Committee. The approval requires submitting an Honors Experience proposal to the Honors Committee.

**Class time:** 50% lecture, 50% Discussion

**Exam format:** Essay.

#### CFAN 4009W Undergraduate Senior Thesis: Science in Agriculture

**(Sec 001); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq jr or sr major in ScAg, instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is for Science in Agriculture majors in the College of Agricultural, Food, and Environmental Sciences. This course provides the mechanism by which students complete the undergraduate thesis requirement. This course is used for the full thesis research experience, ranging from topic identification and development of the proposal through analysis, interpretation, and reporting of study results.

**Class time:** 100% Laboratory

**Work load:** Check with your research mentor (approx. 42-49 hrs per semester).

**Grade:** 10% in-class presentations, 90% lab work

#### CFAN 4201 Strategic Career Planning

**(Sec 003); 1 cr; A-F only; prereq Jr or sr or grad student; credit will not be granted if credit received for: 3201; meets DELM req of classroom**

**Instructor:** Kubak, Maggie

**Description:** Want to get ahead of the competition when searching for jobs and internships? This 1 credit course is ideal for undergraduate and graduate students in any major seeking internships and/or full time work. It is recommended that you have 45+ credits before registering for this course. This half-semester course covers topics that will prepare you for your job/internship search including skills assessment, resume writing, interviewing, job searching and salary negotiation.

**Class time:** 65% lecture, 10% Discussion, 25% Class Activities  
**Work load:** 5-15 pages of reading per week, 5-6 pages of writing per semester, 1 papers, portfolio & resume required

**Grade:** 25% written reports/papers, 50% special projects, 10% class participation, 15% inventories & class activities

#### CFAN 4201 Strategic Career Planning

**(Sec 001); 1 cr; A-F only; prereq Jr or sr or grad student; credit will not be granted if credit received for: 3201; meets DELM req of classroom**

**Instructor:** Newberg, Sara Nagel

**Description:** Want to get ahead of the competition when searching for jobs and internships? Then take Strategic Career Planning (AGRI 4201) in Spring 2006. This 1 credit course is ideal for undergraduate and graduate students seeking internships and/or full time work. It is recommended that you have 45+ credits before registering for this course. This half-semester course covers topics that will prepare you for your job/internship search including resume writing, interviewing, job searching and salary negotiation.

**Class time:** 65% lecture, 10% Discussion, 25% interactive course with individual practice/mock interviews and career panels

**Work load:** 0-2 pages of reading per week, 10 pages of writing

per semester, 3 papers, Additionally, a cover letter and resume  
**Grade:** 50% written reports/papers, 40% special projects, 10% class participation  
**Exam format:** No exams

## Communication Studies

225 Ford Hall: 612/624-5800

### Comm 1101 Introduction to Public Speaking

**(Sec 001-022); Credit will not be granted if credit has been received for: RHET 1223, RHET 1223, RHET 1223, GC 1461, GC 1461, PSTL 1461, SPCH 1101H, COMM 1101H; 3 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Instruction in basic oral communication skills, including structure, evidence, clarity of purpose, style and delivery. Students are expected to do research as well as speak before peers with reduced anxiety. Practical speaking emphasizes audience adaptation and includes developing analytical skills to evaluate oral discourse. Teaching methods include discussion, lecture, self-evaluations, and evaluations of peers and others. Required of Speech-Communication majors but aimed at undergraduates, especially lower-division students, who are interested in improving their personal communication skills.

**Class time:** 25% lecture, 25% Discussion, 50% Laboratory

**Work load:** 10-15 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 3 papers

**Grade:** 10% mid-semester exam(s), 10% final exam, 10% written reports/papers, 10% quizzes, 50% in-class presentations, 10% class participation

**Exam format:** combination

### Comm 1313W Analysis of Argument

**(Sec 001-009); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** There are two broad goals of the course: To make sure students have adequate writing skills for future coursework in communication, and to enhance students critical thinking skills through the teaching of argument analysis. Each of these broad goals can be broken down to specific teaching objectives that can be built into your course design. COMM 1313 has been designated a writing intensive course that is required of all speech-communication majors. Specific writing assignments will vary from course to course. All instructors are encouraged to include at least one writing assignment that involves making an explicit argument that advocates some fact, policy, value, etc., and at least one that involves making an explicit evaluation of an argument using the tools of argument analysis taught in class.

### Comm 3190H Honors Course: Research Seminar in Communication

**(Sec 001); 3 cr; max crs 6; A-F only; prereq Honors candidate in comm, instr consent, dept consent; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** This is not an ordinary course and the Guide's format does not fit it. It is a seminar intended for honors students majoring in speech communication who are or will be writing honors theses. The emphasis in the seminar will be research and writing as the plans of the participants point us. The logic of the offering is that individuals working in their research and writing will help one another in discussing their work. Students taking the seminar will be expected to have plans as far as this time permits. The spring semester is intended for students who have completed the course in fall. Questions? Contact Robert L. Scott, 435 Folwell Hall. 612-624-6832. Scott033@tc.umn.edu

### Comm 3201 Introduction to Electronic Media Production

**(Sec 001-005); 4 cr; A-F only; prereq 1101 or instr consent;**

**meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The goal of this course is to enhance understanding of television as a communicative medium, a medium which is unique in the potential for impact in the communication of ideas. In this class you will be expected to: 1) Learn the fundamental techniques of in-studio Live-On-Tape video production; 2) Learn to write and produce as part of a video production team; 3) Learn the communicative aspects of visual and aural aesthetics; 4) Learn to write competent critical analyses of visual media. This is NOT a vocational or technical training course. The focus of the course is on effective communication of a message using television as the medium. The projects for which you will be responsible are designed to help you develop a critical attitude toward both producing and consuming visual media messages. Required text: H. Zettl "Sight, Sound and Motion: Applied Media Aesthetics" 4th edition.  
**Class time:** 25% lecture, 25% Discussion, 50% In-studio television production

**Work load:** 30 pages of reading per week, 10-20 pages of writing per semester, 4 exams, 2 papers, Television production

**Grade:** 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 10% class participation, 40% Television production

**Exam format:** Short answer, multiple choice, True/False

### Comm 3204 Advanced Electronic Media Production

**(Sec 001); 4 cr; A-F only; prereq 3201 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is designed to provide students with experience in live-on-tape and single camera video production, including post production on video editing workstations, shooting and lighting on locations, and sound recording. The course emphasis is on field production. Students will work in groups on five major projects. Students will apply the aesthetic and critical knowledge they acquired in Comm 3201, and learning further techniques, technologies, and theories. This course requires extensive out-of-class work.

**Class time:** 33% lecture, 33% Discussion, 34% Laboratory

**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 3 papers, 6-10 minutes of finished video production per student

**Grade:** 10% written reports/papers, 60% special projects, 5% class participation, 25% lab work

### Comm 3401 Introduction to Communication Theory

**(Sec 001); 3 cr; prereq 1101; meets DELM req of classroom**

**Instructor:** Hewes, Dean E

**Description:** In this course we discuss theories of communication from a social scientific point of view. The nature of theory, its functions, and its relationship to research are discussed first. The largest portion of the course centers on broad categories of theories widely utilized across the curriculum in areas such as interpersonal small group, organizational, intercultural and mass communication. Students learn to identify and critique these theories in research articles. These skills are very useful in 5xxx-level classes.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 3 exams, 2 papers

**Grade:** 30% mid-semester exam(s), 30% final exam, 25% written reports/papers, 10% special projects, 5% article approval

### Comm 3402 Introduction to Interpersonal Communication

**(Sec 001, 002); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Communication both affects and reflects personal relationships; that is, it tells us where we and the other are in terms of intimacy, trust, etc., and it helps to determine where we will go in that relationship. COMM 3402 focuses on communication in intimate relationships, especially friendships and dating relationships. The course contains information on

how to read people's interpersonal needs (so as to avoid misunderstanding), how to anticipate problems in development, and how to handle conflict productively. 3402 is a course about real-world problems and the practical skills it takes to manage them.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 50 pages of reading per week, 30 pages of writing per semester, 3 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 30% final exam, 40% written reports/papers

**Exam format:** multiple choice

**Course URL:**

<http://www.comm.umn.edu/~akoerner/courses/3402/>

**Comm 3411 Introduction to Small Group Communication (Sec 001-007); 3 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** In a democratic society, small groups are utilized widely in decision-making. How the members of those groups communicate with one another can have profound consequences for the legitimacy of group decisions, as well as for their quality. COMM 3411 is designed to help undergraduates improve their group communication skills. The emphasis is on the practical details of communication in groups, with emphasis both on maintaining positive relationships with other group members and on sharpening critical skills.

**Class time:** 30% lecture, 20% Discussion, 50% group exercises

**Work load:** 50 pages of reading per week, 2 exams, 3 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 20% in-class presentations, 10% class participation

**Exam format:** multiple choice, essay

**Comm 3422 Interviewing and Communication (Sec 001-003); 3 cr; A-F only; prereq 1101 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course covers techniques and theory relevant to planning, conducting, and evaluating various types of information interviews. In the course we deal with theory, concepts and skills of interviewing, focusing on the communication process. The course includes both examination of theory and research on the interview as a communication event, and has significant actual skills practice in which students role play interviews in class and conduct short interviews outside of class. The course normally includes one exam or quiz, 3 to 5 short papers evaluating your interview communication skills, and considerable class discussion of student interviews and taped interview examples. Be prepared to work to develop interview skills in class, and to spend time outside of class doing short interviews. The course is valuable for those using interview process in business, education, government and research settings.

**Class time:** 25% lecture, 10% Closed Circuit TV, 15% Discussion, 35% Laboratory, 15% outside of class assignments

**Work load:** 30 pages of reading per week, 10-20 pages of writing per semester, 2 exams, 3-5 papers, 5 in-class role plays

**Grade:** 40% mid-semester exam(s), 40% written reports/papers, 10% class participation, 10% lab work

**Exam format:** Multiple choice, true/false, short answer

**Comm 3431 Persuasion Theories (Sec 001); 3 cr; prereq Soph recommended; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is designed to familiarize you with the complex and dynamic phenomenon of persuasion as a form of human communication. There are three basic objectives for the course: 1) To be able to understand the concept of persuasion from a theoretical perspective, and be familiar with the research findings on the persuasion process. 2) To demonstrate understanding of the process of persuasion in a variety of communication contexts, through oral and written exercises. 3) To be a critical consumer of persuasive messages.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 25 pages of reading per week, 30 pages of writing per semester, 4 exams, 4 papers, Group advertising campaign project

**Grade:** 12% mid-semester exam(s), 12% final exam, 25% written reports/papers, 12% special projects, 25% quizzes, 12% class participation

**Exam format:** Mixture of multiple choice and short answer/definition questions

**Comm 3452W Communication and the Intercultural Reentry (Sec 001); 3 cr; prereq Return from an intercultural experience; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Have you been to another culture? Here's your chance to build on that experience. This course is an exploration in culture and the stories we tell about it. Appropriate for students who have returned from study abroad and international students. Readings and class discussions explore what it is like to come "home" or "reenter" your home culture. Social scientific theories are applied to the reentry experience as well as the past experiences of other students like yourself. Join us to continue the learning experience that you started as a world traveller and as an intercultural person.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 25 pages of reading per week, 20 pages of writing per semester, 3 papers, 1 other journal

**Grade:** 40% written reports/papers, 40% in-class presentations, 20% class participation

**Comm 3615 Argumentation**

**(Sec 001); 3 cr; prereq Soph; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course extends the principles of COMM 1313 to broader philosophies, methods of analysis, and social controversies. It considers the idea of argument(s) from multiple perspectives including logic, dialectics, and rhetorical performance. Class discussion covers topics such as structured reasoning, informal conversation, familial arguments, debates in technical professions, communication ethics, and public/social argumentation. Moreover, we will apply the philosophies, theories, and methods we discuss to two contemporary debates: U.S. race relations and freedom of speech. This course seeks to increase the student's research, writing, and reasoning skills as well as his or her knowledge.

**Comm 3625 Communication Ethics**

**(Sec 001); 3 cr; A-F only; prereq 1101; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** COMM 3625 is designed for undergraduate majors and non-majors who wish to learn more about identifying, analyzing, and dealing with ethical issues and problems in a variety of human communication situations. Course content includes overview of ethics concepts and theories, methods of critical analysis, examination of ethical problems in a variety of communication contexts, and much practical analysis of ethical issues via case studies, role plays and examination of media and other communication artifacts. The course stresses practice and application of principles to actual situations rather than theory. We will examine ethical standards based on various philosophical, psychological, political, and situational perspectives. Communication contexts to be examined include: interpersonal, small group, organizational, cross-cultural, public speaking, as well as electronically mediated (radio, TV, Internet, etc.) situations. Topics may include: truth telling, secrecy, levels of trust, freedom of speech, uses of ambiguity, privacy, bias, fairness, responsibility, power, and stereotyping. The main text is R.L. Johannesen, Ethics in Human Communication. It will be supplemented with one or two added texts, depending on ethical

issues current when course is taught.

**Class time:** 20% lecture, 10% Closed Circuit TV, 30% Discussion, 40% Case studies, role plays, media examples  
**Work load:** 20 - 40 pages of reading per week, 10 - 15 pages of writing per semester, 2 - 3 exams, 2 - 3 papers  
**Grade:** 20% mid-semester exam(s), 30% final exam, 40% written reports/papers, 10% class participation  
**Exam format:** Multiple choice and true/false

#### Comm 3631 Freedom of Speech

**(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Communication theories and principles that underlie the concept of freedom of speech in the United States. A variety of contexts and practices are examined in order to understand how communicative interaction should be described and, when necessary, appropriately regulated.

#### Comm 3990 Research Practicum

**(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; meets DELM req of classroom**

**Instructor:** Koerner, Ascan Felix

**Description:** Working with faculty in the communication research lab.

**Class time:** 100% Laboratory

**Work load:** 1 papers

**Grade:** 10% written reports/papers, 90% lab work

#### Comm 4471 Communication in Marriage and Family

**(Sec 001); 3 cr; prereq 3401 or 3402 or instr consent; meets DELM req of classroom**

**Instructor:** Koerner, Ascan Felix

**Description:** The goal of this course is to provide an in-depth understanding of the communication processes that occur in marriages and families. Emphasis is thereby given to both the theoretical explanation of communication processes and the practical application of communication techniques that enhance marital and family interactions. Taking a life-circle approach, we first look at infants and their communication with primary care-givers, then at children's interactions in their families of origin, and finally at communication in marriages and families of procreation. The course is designed so that students with some prior exposure to interpersonal theory should be able to complete it successfully, as long as they are committed to engage the material thoroughly and critically. Do not take this class unless you are willing and able to, at a minimum, do all your readings and to complete all your assignments on time. The readings/assignments frequently serve as background and/or starting points for further investigation and without knowing them, much of what will be discussed in class will not make much sense to you.

**Class time:** 50% lecture, 25% Discussion, 25% Group work

**Work load:** 75 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, Two in-class presentations

**Grade:** 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 5% in-class presentations, 15% class participation

**Exam format:** Multiple choice and essay

**Course URL:**

<http://www.comm.umn.edu/~akoerner/courses/4471/>

#### Comm 4602W Contemporary Political Persuasion

**(Sec 001); 3 cr; prereq 1101, 3431 or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Campbell, Karlyn Kohrs

**Description:** This class is not about how to win elections; instead, it asks questions about the ways in which public discourse creates communities and influences public culture. Most readings will be recent public discourse. Units include freedom of speech in wartime, speeches by presidents after national catastrophes, political convention speeches that affected presidencies; discourse defining political

languages-conservatism, liberalism-and finding terms to label issues or stands; media bias in attacks on reporters and news outlets; influence of money on politics; Congress doing public business in public in the Nixon impeachment hearings and the debate on the first Gulf war; war rhetoric from FDR to W at Cincinnati; religion and politics; and, finally, debates about the politicization of the classroom (Buckley, Horowitz, Stanley Fish). As a writing intensive course, there will be a major paper (12-15 pages) with a prospectus, first draft, final version on one of three modules (with lists for choices): documentaries; key works in social movements; or groups of speeches, such as W before the Iraq war; W on Katrina; W on 9/11; JFK at Yale, American U, and Berlin ("Ich bin ein Berliner").

**Class time:** 70% lecture, 30% Discussion

**Work load:** 20 pages of reading per week, 35 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% class participation

**Exam format:** Short answer, essay

#### Comm 4616 African American Civil Rights Rhetoric

**(Sec 001); 3 cr; prereq Jr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** Wilson, Kirt H !!Arthur Motley Exemplary Tch Aw!!

**Description:** This class is about civil rights discourse and its relationship to equality and participation. Using the struggle of African Americans as an instructive exemplar, it addresses the critical dimensions of civil rights rhetoric. Its purpose is to answer three questions: What is the history of Black participation and equality in America? What is the nature of rhetoric that either advocates or opposes African American civil rights, and, finally, what can this history and rhetoric tell us about civil rights controversies in general? Undergraduates, particularly speech majors writing senior papers, are welcome.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 50-70 pages of reading per week, 25-35 pages of writing per semester

**Exam format:** 1 essay, short answer, multiple choice

#### Comm 5261 Political Economy of Media Culture

**(Sec 001); 3 cr; prereq 3211 or instr consent ; Credit will not be granted if the student has already completed: Spch 5261; meets DELM req of classroom**

**Instructor:** Vavrus, Mary Douglas

**Description:** COMM 5261 explores the political economy of media culture. To do this we will read, discuss, and write about works that theorize and analyze the economic relationships and cultural aspects of U.S. media, and the ways in which they influence one another. The course is divided into two main segments, each of which specifically relates to either the political economy of media institutions or the cultural analysis of media. We will discuss topics that include the following: the political economy of media organizations; power roles that structure media organizations; cultural approaches to analyzing media; the critical analysis of public relations and advertising in contemporary culture; and the commodification of media audiences. You should be prepared to read extensively (about 100 pages per week), discuss, and write about these subjects.

**Class time:** 10% Closed Circuit TV, 90% Discussion

**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 2 exams, 3 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 33% written reports/papers, 17% in-class presentations

**Exam format:** Essay

#### Comm 5431 The Process of Persuasion

**(Sec 001); 3 cr; prereq 3431; meets DELM req of classroom**

**Instructor:** Koerner, Ascan Felix

**Description:** This course covers theory and practice of public persuasion campaigns. The theoretical part includes a review of relevant literature in audience analysis, persuasion theories, and message design. The practical part involves the design and implementation of a public persuasion campaign. For the Spring 06 semester, this campaign will be the Bihar project, which

entails two campaigns. One is a public health campaign advocating behaviors to avoid black fever in Bihar, India, the other is a local fund raising campaign to finance the Bihar project. The emphasis in this course is on translating sound theoretical knowledge into an effective campaign and on combining learning with effecting positive change in the world.

**Class time:** 30% lecture, 20% Discussion, 50% Field work  
**Work load:** 30 pages of reading per week, 10 pages of writing per semester, 2 exams, groups work on various parts of the project

**Grade:** 20% mid-semester exam(s), 20% final exam, 60% project work

**Course URL:** <http://www.comm.umn.edu/~bihar/>

## Comparative Literature

235 Nicholson Hall: 612/624-8099

### CL 5331 Discourse of the Novel

(Sec 001); 3 cr; meets DELM req of classroom

**Instructor:** Pepper, Thomas Adam

**Description:** "A novel is a prose narrative of some length that has something wrong with it" (Randall Jarrell). This course investigates the largely modern form known as the novel from the point of view of its ability to incorporate other forms, including epistle, lyric, and dramatic dialogue, into what F.W. Schlegel calls "progressive universal poetry." Here the concern is to approach the novel from oblique angles -- there is no standard novel -- and to try to use whatever types of analysis are available for this unnatural, monstrous "genre." Undergraduates planning to enroll in the course should have had some training in literary theory, for example in 3000 or 5000-level courses on close reading, reading literary movements, basic concepts of literary study, or semiotics. Readings will include works by Sterne, F.W. Schlegel, Stendhal, Kleist, Goethe, Kierkegaard, George Eliot, Flaubert, Henry James, Kafka, Woolf, Beckett, Lispector, as well as criticism by Benjamin, Lukacs, Shklovsky, Erich Auerbach, de Rougement, Barthes, Louis Marin, Genette, Banfield, and others.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 200-300 pages of reading per week, 20 pages of writing per semester, 2 papers

**Grade:** 70% written reports/papers, 30% class participation

### CL 5992 Directed Reading in Comparative Literature

(Sec 001); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Directed readings - arranged

## Comparative Studies in Discourse and Society

235 Nicholson Hall: 612/624-8099

### CSDS 5993 Directed Study

(Sec 001); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Directed study - arranged

## Computer Science

4-192 EE/CSci Building: 612/625-4002

### CSci 1001 Overview of Computer Science

(Sec 001); 4 cr; prereq None; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of

### Mathematical Thinking Core; meets DELM req of classroom

**Instructor:** Konstan, Joseph Andrew

**Description:** A broad introduction to the great ideas of Computer Science designed to help you understand the foundations and limits of today's computing and information technology, to help you reason about possible future applications and technological advances, and to help you be informed contributors to the public dialog on policy issues related to technology. This is not an introductory programming or "computing skills" class, rather it is an overview of many areas of computer science including: algorithms for automating the solutions to problems; abstraction in design and problem solving; the fundamental concepts of computer databases, networks, and expert systems; foundations of human-computer interaction; and the core concepts behind the Internet, web, desktop software, and personal computers. Class discussions (Mondays, usually) will provide an opportunity for interactive discussion and debate of current Computer Science-related social, economic, and technical issues facing society. Lab sections (once per week) will provide a more in-depth opportunity to explore specific course content. Sessions are held in a classroom laboratory where exercises can be completed by pairs of students working on computers. Reading assignments, both from a textbook and from on-line sources, are designed to prepare you for course material and inform discussions. Problem sets and other written assignments are designed to help you more thoroughly explore Computer Science concepts and their implications.

**Class time:** 45% lecture, 30% Discussion, 25% Laboratory  
**Work load:** 30-50 pages of reading per week, 1-2 pages of writing per semester, 2 exams, 1 papers, The book review assignment, due in your laboratory session the week after Spring break, is an assignment to read and report (briefly) on one of a set of books relevant to the course.

**Grade:** 25% mid-semester exam(s), 25% final exam, 10% written reports/papers, 10% class participation, 10% lab work, 20% problem solving

**Exam format:** mix of short answers and short essays

### CSci 1113 Introduction to C/C++ Programming for Scientists and Engineers

(Sec 010); 4 cr; prereq Math 1271 or Math 1371; meets DELM req of classroom

**Instructor:** Barry, Phillip

**Description:** This course will cover algorithm development and the principles of computer programming using C and C++. Topics include introduction to computers and computing, program development, C/C++ programming language syntax, and elementary numerical methods for scientists and engineers. The prerequisite of one semester of calculus indicates the level of mathematical reasoning used in the class.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 4 exams, 1 lab assignment per week

**Grade:** 25% final exam, 25% quizzes, 50% problem solving

**Exam format:** problems

**Course URL:**

<http://www-users.itlabs.umn.edu/classes/Spring-2005/csci1113>

### CSci 1113 Introduction to C/C++ Programming for Scientists and Engineers

(Sec 001); 4 cr; prereq Math 1271 or Math 1371; meets DELM req of classroom

**Instructor:** Swanson, Charles D

**Description:** This course will cover algorithm development and the principles of computer programming using C and C++. Topics include introduction to computers and computing, program development, C/C++ programming language syntax, and elementary numerical methods for scientists and engineers. The prerequisite of one semester of calculus indicates the level of mathematical reasoning used in the class.

**Class time:** 50% lecture, 50% Laboratory

**Work load:** 4 exams, One lab assignment per week

**Grade:** 25% mid-semester exam(s), 25% final exam, 50% lab work

**Exam format:** Problems

**Course URL:**

<http://www-users.itlabs.umn.edu/classes/Fall-2005/csci1113>

### **CSci 1901 Structure of Computer Programming I**

**(Sec 001); 4 cr; prereq concurrent enrollment Math 1271 or equiv or instr consent; meets DELM req of classroom**

**Instructor:** Gini, Maria L !!Morse Alumni Award; UC Outstanding Teaching Award!!

**Description:** This is the first course for computer science and computer engineering majors. The course does not assume any programming knowledge. Some familiarity with Unix is useful but not required. The course teaches how to think as a computer scientist and teaches the programming language Scheme as a formal way of expressing computational processes and data structures. Strong emphasis is on recursion, data abstractions to hide program details, and modularity to manage complexity. In addition, to highlight how understanding computational models helps in learning other programming languages, the course includes an introduction to Python.

**Class time:** 50% lecture, 20% Discussion, 30% problem solving in small groups

**Work load:** 10-15 pages of reading per week, 3 exams, weekly programming assignments

**Grade:** 15% mid-semester exam(s), 20% final exam, 10% quizzes, 30% lab work, 10% problem solving, 15% second midsemester exam

**Exam format:** problem solving

**Course URL:**

<http://www.itlabs.umn.edu/Spring-2007/classes/csci1901>

### **CSci 1902 Structure of Computer Programming II**

**(Sec 001, 010); 4 cr; prereq 1901 or instr consent; meets DELM req of classroom**

**Instructor:** Dovolis, Chris John

**Description:** CSci 1902 is an object oriented programming course that builds on the fundamentals of design, abstraction and algorithm development presented in the prerequisite course CSci 1901. Students will use their knowledge of data abstraction, objects, iterative and recursive algorithm design, and problem solving as they are introduced to object oriented programming with Java. Classic data structures and algorithms will provide the context for practical application of object design and implementation. Included are basic Java syntax, structure, control constructs, classes, and programming techniques. Data structures covered include queues, stacks, trees, and related fundamental algorithms. Upon completing this course students should be able to write moderately complex object oriented Java programs that make appropriate use of the data structures and algorithms presented. The programming project component of this course is substantial and includes a simulation project. CSci 1902 is a required course for CSci majors, and is a prerequisite for many of the higher level CSci courses.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 30 pages of reading per week, 3 exams, 6 lab assignments and programs

**Grade:** 30% mid-semester exam(s), 30% final exam, 40% lab work

**Exam format:** Programming, short answer, and some writing

**Course URL:**

<http://www.itlabs.umn.edu/classes/Spring-2003/csci1902/>

### **CSci 2011 Discrete Structures of Computer Science**

**(Sec 001); 4 cr; prereq Math 1272 or Math 1372 or instr consent; meets DELM req of classroom**

**Instructor:** Janardan, Ravi

**Description:** CSci 2011 is a required undergraduate course for both computer science and computer engineering majors, who are expected to take it in their sophomore year. It is required for admission to the CSci major and is a prerequisite for many higher-level CSci classes. The course will cover propositional and predicate logic, proof methods, sets, functions, and sequences, summation techniques, integer and matrix algorithms, asymptotic analysis and big-Oh notation, recursion and induction, counting methods, recurrences and divide-and-conquer, relations, graphs, and trees. These

concepts will be illustrated with suitable applications, wherever possible. It is expected that students who complete this course successfully will be able to use these structures and techniques in analyzing and solving a variety of problems, and will be able to present their analysis/solution in a clear, concise, and accurate manner.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 30-40 pages of reading per week, 1 exams, Plus weekly in-class quizzes and take-home assignments.

**Grade:** 30% final exam, 40% quizzes, 30% problem solving

**Exam format:** Exercises/problems.

### **CSci 3921W Social, Legal, and Ethical Issues in Computing**

**(Sec 001); 3 cr; prereq At least soph or instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Barry, Phillip

**Description:** Computing technology is having profound effects on society, providing many benefits in communication, commerce, science, and medicine. Our increasing reliance on computers has created many challenges, however. The Internet generates concerns about privacy, freedom of speech, and intellectual property rights. We have also seen how the World Wide Web can make us vulnerable to attacks through worms and viruses. This course will consider these topics within a framework of computer ethics.

**Class time:** 60% lecture, 20% Discussion, 20% in class exercises

**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 1 exams, 3 papers

**Grade:** 15% mid-semester exam(s), 50% written reports/papers, 15% special projects, 5% quizzes, 10% class participation, 5% problem solving

**Exam format:** short answer

**Course URL:**

<http://www-users.itlabs.umn.edu/classes/Spring-2006/csci3921/>

### **CSci 4061 Introduction to Operating Systems**

**(Sec 001, 020); 4 cr; prereq 2021 or EE 2361; no cr for grads in CSci; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Foundations of operating systems. History and evolution of operating systems, shells, tools, memory organization, file system overview, I/O, concurrent processes, and interprocess communication. FOR-COURSE-GUIDE: Assignments in CSci 4061 are programmed in the C programming language. If you do not have C competency - either by programming experience or by course work - you may want to consider enrolling in the one credit seminar course INet3350 - C Programming for the Java Programmer. (INet3350 is offered on the first three Saturdays of the fall semester).

### **CSci 4107 Introduction to Computer Graphics Programming**

**(Sec 001); Credit will not be granted if credit has been received for: CSCI 5107, CSCI 5107, CSCI 5107, CSCI 5107; 3 cr; prereq 4041 or instr consent; cannot be taken for grad CSci cr; meets DELM req of classroom**

**Instructor:** Interrante, Victoria

**Description:** This course provides a basic introduction to the theory and practice of computer graphics programming, using C/C++ and OpenGL. The focus is on fundamental topics in computer graphics modeling, rendering and animation, with an emphasis on practical concepts and the effective use of graphics toolkits. This course does not fulfill the prerequisite for csci5108, and students who receive credit in csci4107 cannot take csci5107 for credit.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 20 pages of reading per week, 6 pages of writing per semester, 2 exams, 4 programming projects

**Grade:** 15% mid-semester exam(s), 25% final exam, 60% special projects

**Exam format:** Computation and short answer

**Course URL:**

<http://www.itlabs.umn.edu/classes/Spring-2004/csci4107/>

**CSci 4211 Introduction to Computer Networks**

(Sec 001, 020); Credit will not be granted if credit has been received for: CSCI 5211, CSCI 5211, CSCI 5211; 3 cr; prereq 4061 or instr consent; basic knowledge of [computer architecture, operating systems] recommended, cannot be taken for grad CSci cr; meets DELM req of classroom  
**Instructor:** STAFF

**Description:** Fundamental concepts, principles, protocols, and applications. Layered network architectures, data link protocols, local area networks, routing, transport, congestion /flow control, emerging high-speed networks, network programming interfaces, management, security, and applications. Ethernet, ATM, TCP/IP, HTTP, and WWW. Basic knowledge of computer architecture and operating systems is recommended.

**Construction Management**

101 Wesbrook Hall: 612/624-4000

**CMgt 2019 AutoCAD for Construction Managers**

(Sec 001); 2 cr; S-N only; prereq 30 sem cr; meets DELM req of classroom; meets DELM req of partially internet based  
**Instructor:** STAFF

**Description:** Introduction to AutoCAD software skills. Learn and apply the techniques of computer-aided design and drafting (CAD) at a job entry level of proficiency. Combined lecture and laboratory.

**CMgt 3011 Construction Plan Reading**

(Sec 001); 2 cr; meets DELM req of classroom  
**Instructor:** STAFF

**Description:** Introductory level course in construction plan reading and construction documents. Course materials include architectural, civil, mechanical, electrical drawings and project manual. The emphasis is on the development of skills necessary for the reading, understanding and interpretation of commercial construction plans and project manuals, including notes, symbols, and plan layout. This course is appropriate for third year Construction Management and CALA students, and at any time for students in IT and other colleges. (2 credits; Prerequisites: None)

**CMgt 4011 Construction Documents and Contracts**

(Sec 001); 3 cr; prereq 3001, 45 sem cr; meets DELM req of classroom; meets DELM req of partially internet based  
**Instructor:** STAFF

**Description:** Definition, interpretation, and utilization of drawings; specifications; agreements; bidding forms; general conditions; bonds, contracts, subcontracts, and related documents. Appropriate provisions for minority business participation will be included such as tax exempt status and wage rates.

**CMgt 4021 Construction Planning and Scheduling**

(Sec 001); 3 cr; prereq 3001, [3011 or CE 4101], 45 sem cr; meets DELM req of classroom; meets DELM req of partially internet based  
**Instructor:** STAFF

**Description:** Concepts of project planning, scheduling, and control. Understanding project scheduling models with emphasis on the critical path method. Introduction to the techniques used in the industry utilizing commercial software on personal computers. The importance of periodic updating and analysis of schedules and of considering and understanding alternatives will be stressed.

**CMgt 4022 Construction Estimating**

(Sec 001); 3 cr; prereq 3001, [3011 or CE 4101], 45 sem cr; meets DELM req of classroom; meets DELM req of partially internet based  
**Instructor:** STAFF

**Description:** Purposes and uses of various kinds of estimates. Techniques for performing quantity take-off, organizing bidding process, requesting and analyzing subcontractor proposals, unit pricing, utilizing published resources, and preparing systems-based estimates. Personal computer programs, spreadsheets, and custom applications to be introduced and used. The linkages between estimates, budgets, cost control systems, and historical cost records will be established.

**CMgt 4031 Construction Safety and Loss Control**

(Sec 001); 3 cr; prereq 3001, 45 sem cr; meets DELM req of classroom; meets DELM req of partially internet based  
**Instructor:** STAFF

**Description:** Introduction to construction safety, health, and loss control. Hazard recognition. Control procedures. Management systems for measuring/evaluating loss-control performances in construction industry.

**CMgt 4041 Specifications and Technical Writing for Construction Professionals**

(Sec 001); 3 cr; prereq 4011 or Concurrent registration is required (or allowed) in 4011; meets DELM req of classroom; meets DELM req of partially internet based  
**Instructor:** STAFF

**Description:** Develop and enhance appropriate oral and written communication necessary for use in the construction process from planning phase through contract closeout. Develop construction-specific practical applications to facilitate the process and avoid common pitfalls. (3 credits; Prerequisites: CMgt 4011 or concurrent enrollment)

**CMgt 4051 Construction Materials for Managers**

(Sec 001); 3 cr; prereq 3001, [AEM 2011 or BP 3001 or BP 3101], 45 sem cr; meets DELM req of classroom; meets DELM req of partially internet based  
**Instructor:** STAFF

**Description:** Basic concepts of physical properties and behavior mechanisms for construction materials such as concrete, aggregate, steel, and wood. Standard specifications for material properties. Laboratory techniques for evaluation of each material.

**CMgt 4111 Construction Productivity Management**

(Sec 001); 2 cr; prereq 4021, 4022, CE 4101; meets DELM req of classroom; meets DELM req of partially internet based  
**Instructor:** STAFF

**Description:** The construction project superintendent, foreperson and the project manager of a construction project have the responsibility to manage and supervise a project in the most effective and efficient way possible. This course focuses on maximizing productivity through the supervision of labor, management of materials, equipment, job overhead and communications.

**CMgt 4193 Directed Study**

(Sec 001, 006-008); 1-4 cr; max crs 16, 4 repeats allowed; prereq CMgt major or minor or certificate student; meets DELM req of classroom  
**Instructor:** STAFF

**Description:** Topic arranged with B.A.S. Construction Management academic adviser. [See B.A.S. Web site at [www.cce.umn.edu/bas](http://www.cce.umn.edu/bas) for additional course information.]

**CMgt 4196 Construction Management Internship**

(Sec 001); 1-4 cr; max crs 12, 3 repeats allowed; S-N only; prereq [CMgt major or minor or certificate student], [jr or sr], dept consent ; meets DELM req of classroom; meets DELM req of partially internet based  
**Instructor:** STAFF

**Description:** Career preparation in construction management. Students will gain hands-on work experiences in a construction company, applying coursework in the work place, contributing

knowledge of best practices to make a positive impact on the construction industry, and participate in career development exercises. Professional experience internship requirement for BCM. May take course maximum of 3 times at maximum 4 credits for total of 12 credits maximum. 1 credit commensurate with 1 month of internship.

## Coptic

330 Folwell Hall: 612/625-5353

### Copt 5002 Elementary Coptic

(Sec 001); 3 cr; prereq 5001 or equiv; meets DELM req of classroom

**Instructor:** Sellow, Philip H

**Description:** This course will involve reading and discussion of a wide range of Coptic texts in various dialects, including saints' lives, prayers and spells, apocryphal gospels, and hymns.

Students should have completed Coptic 5001 to enroll in this class.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 2 exams

**Grade:** 40% mid-semester exam(s), 40% final exam, 20% class participation

**Exam format:** Translation.

## Cultural Studies and Comparative Literature

235 Nicholson Hall: 612/624-8099

### CSCL 1001 Introduction to Cultural Studies: Rhetoric, Power, Desire

(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

**Instructor:** Brown Jr, Robert L !!Morse Alumni Award; Arthur Motley Exemplary Tch Aw!!

**Description:** How did we become who we are? How did we become "women" or "men," "gay" or "straight?" Where did we get our tastes in clothes, food, music, and decorative arts? And where did we get our political, religious and philosophical beliefs, our sense of what's logical, natural, and believable? Cultural Studies assumes that the world around us (our culture) means, and that its meanings are central in creating us--individually and collectively. And it assumes culture can be "read." CSCL 1001 explores cultural reading, examining the "texts" around us: music videos, television and film, some paintings and photographs, magazine ads, poetry, a graphic novel, science and science journalism, and some "practices" from everyday life: dress, manners and body decoration. The "rhetoric" of culture transmits a view of the world and our loyalty to that view. Its systems of "power" fold us and our texts into large, historical conversations and struggles over ideas and social positions. And the operations of "desire" direct who and what we love, where we find pleasure and how these pleasures figure in the process of making and reproducing culture. It's a basic course for majors and non-majors interested in making sense of their worlds.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 60 pages of reading per week, 5 pages of writing per semester, 2 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 30% final exam, 50% written reports/papers

**Exam format:** open-book; short, guided answers

### CSCL 1101 Literature

(Sec 001); 4 cr; meets CLE req of Writing Intensive; meets CLE req of International Perspective Theme; meets CLE req of Literature Core; meets DELM req of classroom

**Instructor:** Casarino, Cesare

**Description:** This course is meant for people who love reading literature as well as for people who would love to learn how to love reading literature--and it should be lots of fun for both! We will go through the ages--from antiquity to the present day--in search of literature and of its main genres, figures, structures, functions, and themes. We will read of unrequited loves and incestuous desires, of fantastic journeys and monstrous encounters, of power struggles and murderous passions, of passionate friendships and uncanny betrayals, of sexual shame and joyous sex. Included are epic and lyric poetry, plays, novels, parables, and essays by a wide variety of authors from various times and places.

**Class time:** 100% lecture

**Work load:** 50 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers

**Grade:** 20% final exam, 80% written reports/papers, 0% class attendance is mandatory and will be checked

**Exam format:** 20 questions requiring short answers (i.e. ranging from a few words to a few sentences).

### CSCL 1201 Introduction to Cinema and Media Culture

(Sec 001); Credit will not be granted if credit has been received for: SCMC 1201, SCMC 1201; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Other Humanities Core; meets DELM req of classroom

**Instructor:** STAFF

**Description:** The emergence of what is variously referred to as the "Information Age" and "Society of the Spectacle" has made it necessary for us to think critically about the media. Since visual media have the most pervasive influence on our everyday lives, this course will focus on how forms such as advertising, film, and television work, affect perception, and structure meaning. We will read some of the most important theoretical and historical texts that provide insight into our "ways of seeing." No prior exposure to media theory is expected, but although this is an introductory class, students will be expected to read and work through challenging material. We will read a variety of critics who have attempted to analyze cinema and media culture and we will also begin to develop a vocabulary for formal visual analysis.

### CSCL 1301W Reading Culture: Theory and Practice

(Sec 001-004); 4 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course turns on one central question: How do things 'mean?' Specifically, how do cultural texts mean in relation to each other and to human life in society and across history? 'Cultural texts' are made objects and forms of communication that encode messages and values, and that produce effects--anything from movies, TV shows, magazine ads and rock concerts to 'high art' (paintings, classical music, plays, poems, etc.). The course specifically examines: (1) the role played by cultural forms in creating, maintaining or challenging social boundaries and power relationships; and (2) the ways art and culture function as sites where creative and alternative visions of 'the good life' come into being. Small classes emphasize close reading, discussion, and practice in critical writing. An introductory course in every sense, it's a good place to start thinking about what "culture" is and how it works. It will also help you develop reading and writing techniques useful for many courses and majors.

**Class time:** 40% lecture, 60% Discussion

### CSCL 1401W Reading Literature: Theory and Practice

(Sec 001-006); 4 cr; meets CLE req of International Perspective Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** What is Literature? How do definitions of it differ over time and across cultures? How does literature play a role in the ways people see themselves and others? How do our histories - personal and cultural - determine how we read it? CSCL 1401W examines such questions in relation to larger

patterns of culture and power. You'll emerge from the course with a solid sense of the differences among various genres, and the cultural contexts from which they arise - between an epic poem emerging from a Greek city state and a novel by a German civil servant, say. Small classes emphasize close reading, discussion, and practice in critical writing. An introductory course in every sense, it will give you a good sense of the field of Comparative Literature as well as reading and writing skills useful in many other courses and disciplines.

**Class time:** 40% lecture, 60% Discussion

**CSCL 1501W Reading History: Theory and Practice (Sec 001-003); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** What is history - is it what we get on The History Channel, or is it something else? Who controls it, who decides what gets included and what's important? Why has history become such a hot political topic - textbooks in schools, for example? This course examines such questions, starting from two assumptions: (1) that history can have explanatory power--it can tell us why things got to be the way they are; but (2) that all history comes to us in a mediated way, that is, as a "text" that encodes someone's or some group's version of it. Small classes focus on reading a variety of texts "in" history - the Mall of America, a Nazi rally, a 17th century Dutch painting; "history on television," the representation of the human body, etc., as well as some critical theory "about" history, designed to help you think about its importance, its uses and abuses.

**Class time:** 40% lecture, 60% Discussion

**CSCL 1921 Introduction to Film Study (Sec 001-004); Credit will not be granted if credit has been received for: ARTH 1921, ARTH 1921W, ARTH 1921W, ARTH 1921W; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is about movies--what they are, how they work, and ways we can watch, read, and enjoy them with a critical eye. Our basic questions are: How do films make meaning? How do they construct a world for us, while (often) giving the impression that that constructed world is natural and inevitable? How do films position us as viewers and shape us as subjects? What is the relation between the film text and the political economy of the industry? We'll look at a wide variety of films from different times and places and consider some of the rich diversity of writing known collectively as Film Theory. This is a basic introductory course designed for those who love going to the movies, but want to understand them better.

**CSCL 3115 Cinema and Ideology (Sec 001); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Ganguly, Keya

**Description:** This course provides an advanced introduction to the most influential positions in film and cultural theory -- as they pertain to issues of ideology in/and the cinema. We will read materials that address (1) issues of film form: how the technical apparatus of film functions to produce ideological understandings of the world; (2) film content: how ideology gets inscribed in and through filmic narratives; and (3) film spectatorship: how (and whether) the ways that viewers are positioned to make sense of themselves and the world have implications for social relations at large (i.e., outside the cinema). We will discuss a number of interconnected themes pertaining to questions of ideology, such as the Cold War; women and representation; paranoia; realism and its critiques; and, finally, the alternative propositions about cinema and society found in (selected) 'Third-World' films.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 60 pages of reading per week, 20 pages of writing per semester, 1 exams, 2 papers

**Grade:** 30% mid-semester exam(s), 40% written reports/papers,

10% quizzes, 10% in-class presentations, 10% class participation

**Exam format:** essay, short answers

**CSCL 3172 Music as Discourse (Sec 001); 3 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Thomas, Gary C. !!Morse Alumni Award; Arthur Motley Exemplary Tch Aw!!

**Description:** "Music is very il for yung heds, for a certeine kind of nice, smoothe sweetnes in alluring the audiorie to effimiancie...Sweet musick at the first delighteth the eares, but afterward corrupteth and depraveth the minde...But being used in publike assemblies...as directories to filthie dauncing...it estraungeth the mind, stireth up filthie lust, womanisheth the minde, ravisheth the hart, enflameth concupiscence, and bringeth in uncleannes." This diatribe against the evils of music was written in 1583. But the real or imagined power of music, its uses, and psychic and social meanings have been the subject of human reflection (and anxiety) from Plato to Tipper Gore. This course will examine the ways music can be considered a discursive practice,i.e., how the shaping of sonorities--music making--participates in the formation of human consciousness, social norms and identities, and attitudes toward the body; how and for what purposes music is used; what (who) distinguishes music from noise; and why some musics are policed and censored. Examples from a wide variety of musical practices (film, symphony, blues, rock, opera, etc.) and artists, from Bach and Beethoven to the Beach Boys and Bikini Kill.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 20-40 pages of reading per week, 2 exams, 2 papers

**Exam format:** quotes and terms, analysis, essay

**Course URL:** <http://webct3.umn.edu>

**CSCL 3173W The Rhetoric of Everyday Life (Sec 001, 002); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** "The rhetoric of everyday life" examines how the sights, sounds, built environments, and various texts that surround us build our identities, our ways of making knowledge, and our views of the world. We'll read core works in rhetorical and cultural theory, as well as literary, musical, video and cinema texts. We'll gather materials from both high culture and everyday life to analyze and interpret. We'll engage history through archival case studies. It's an active-learning course that sets out to make sense of our lived experience and the history that surrounds it.

**Class time:** 25% lecture, 50% Discussion, 25%

**Work load:** 50 pages of reading per week, 20 pages of writing per semester

**Grade:** 25% mid-semester exam(s), 50% written reports/papers, 25% class participation

**Exam format:** Essay

**CSCL 3176 Oppositional Cinemas (Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Chen, Leo Chanjen

**Description:** This course examines movies that offer alternatives to the mainstream Hollywood Movie Machine, including, e.g., films from the modern and postmodern Left, New Documentary, experimental narrative, and other forms of post-classical and agitational cinema. Can film intervene as an oppositional political force in culture? Can it function as progressive public pedagogy? Does it produce change? The course will also consider ways that Hollywood films inevitably contain internal contradictions and ambiguities that invite subversive readings "against the grain." Course typically includes texts (films and criticism) by, e.g. Manhia Diawara, Trin Minh-ha,

Jane Gaines, Richard Dyer, Carlos Diegues, Ousmane Sembene, Jean-Luc Godard, John Waters, and others.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 70 pages of reading per week, 20 pages of writing per semester, 1 exams, 2 papers

### CSCL 3177 On Television

**(Sec 001, 002); 4 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Television is a pervasive and hybrid cultural form, marking a convergence of technologies, institutions, audiences, and ideas. It has reorganized domestic and public space; challenged traditional concepts of "high" culture and "low" culture; nurtured ideas of global villages and simultaneity; ushered spectacle, advertising and standardized programs into our living rooms and supplied resonant metaphors for understanding the experience of contemporary life: boob tube, sound bite, talking head, tune-in/drop out, instant replay, prime time and pet-cam. In short, television has played a crucial role in transforming perception, inviting us to rethink fundamental concepts such as time, space, text, image, sound, and aesthetics. This course begins with the assumption that television is a complex phenomenon with neither a unitary significance nor a simple effect. We will explore key debates in the history, theory and criticism of television, concentrating on developing skills to facilitate critical and creative "readings" of television's past and present forms. This will include consideration of how television has borrowed from and influenced other media forms - especially film, music, and digital media.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 50 pages of reading per week

### CSCL 3178 Documentary Cinema

**(Sec 050); 4 cr; meets DELM req of classroom**

**Instructor:** Kotz, Elizabeth W

**Description:** This course looks at documentary cinema from a historical perspective, beginning with the emergence of documentary and anthropological filmmaking in the 1920s and 1930s. We will examine the complex power relations between filmmakers and their often disempowered and nonwestern subjects, to consider how documentary genres construct a relation between viewing subjects and filmed objects. Alternately, we will explore how documentary films have sought to advocate for marginalized groups, and used realism in the service of revolutionary and reformist political projects. From there, we will look at the question of wartime propaganda, focusing on examples from the WWII period. What is the relationship between cinema and nationalism, and how does documentary produce a national audience or political consensus? Focusing on a selection of American documentaries of the 1960s, we will consider how documentary film has sought to expose exploitation and represent socially marginalized subjects. When and how does such exposure critique exploitation, or become complicit with it? How do specific filmmaking techniques position us in relation to the people they represent? Looking at two highly controversial documentaries of the Vietnam War era, we will examine how documentary films sought to mount a critique of the American political process and the ways that the American media constructs and represents the "truth" of historical events,

**Class time:** 20% lecture, 40% Closed Circuit TV, 40% Discussion

**Work load:** 30-40 pages of reading per week, 15 pages of writing per semester, 1 exams, 3 papers

**Grade:** 20% final exam, 60% written reports/papers, 20% class participation

**Exam format:** take home final with essay questions

### CSCL 3321W Theories of Culture

**(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Ganguly, Keya

**Description:** ?Culture? has emerged as an object of study in a number of different disciplines -- such as anthropology, certain

strands of history (e.g., cultural history), literature, sociology, performance studies, and media criticism. What makes it possible to think about culture as a specific mode of conceptualizing as well as narrating life? Who are the major theorists and critics of culture? This course will provide an introduction to the most important theories of culture (Marx, Freud, Simmel, Weber) as well as an interrogation of some of the most influential approaches to the study of culture in the twentieth century (Geertz, de Certeau, Lefebvre, Said, Williams). Although no prior knowledge of any theory will be assumed, students will be expected to take the readings seriously and make every effort to grasp difficult ideas that they may encounter for the first time in the course.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 50 pages of reading per week, 2 exams

**Grade:** 30% mid-semester exam(s), 45% final exam, 10% quizzes, 15% class participation

**Exam format:** short essay, definitions

### CSCL 3413W Psychoanalysis and Literature Part II: Post Freudian Criticism

**(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The impact of psychoanalytic discourses on literary studies as well as the opposite effect - the impact of literary theory on psychoanalysis. CSCL 3413 introduces psychoanalytic study of literature and other texts through the revisions of Freud. It also clarifies the methods of Comparative Literature: critical reading, analysis, and writing in response to what are sometimes thought of as 'difficult' texts. The general aim is to make these critical tools available for reading culture, especially literature and film.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 20-40 pages of reading per week, 20-30 pages of writing per semester, journals, response and position papers

### CSCL 3456W Sexuality and Culture

**(Sec 001, 002); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** What is sexuality? When was it invented and how have its cultural constructions and meanings varied over time and place? In the West, for example, pre-modern understandings of human sexuality were radically reconfigured in the 19th century, being organized around the concept of 'homosexual' and 'heterosexual'--symbiotic and mutually exclusive definitions we continue to struggle with to this day. The course examines ways that such struggles--homo/hetero, natural/unnatural, normal/deviant, bio-function/pleasure--are articulated in thought and art, among other things, in order to imagine the possibility of sexuality beyond binary oppositions. Links between sexuality and identity, criminality, and violence are also explored. Readings from critical work of Foucault, Wittig, Cixous, Butler, Sedgwick, etc.; fiction by writers like Melville, Gide, Genet, Duras, Winterson, and Hollinghurst; films by directors such as Birkin, Riggs, Resnais, Haynes, and van Sant.

**Class time:** 60% lecture, 40% Discussion

### CSCL 3458W The Body and the Politics of Representation

**(Sec 001, 002); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course examines the social construction of the body, primarily in the West over the past two centuries. We ask: How is the human body made to mean in culture? What technologies of representation--painting, photography, graphic art, film, video, literature, music, etc.--are engaged in the production of that meaning? And: In what ways does the body then become a site of struggle for power and control? We'll consider how the sexed, gendered, racialized, socially classed body is dressed and undressed; how it is manipulated,

colonized, fetishized, surveilled, policed, punished, and otherwise appropriated to ideological purpose; and how it becomes a site of desire, rebellion, conformity, etc. Readings range widely and typically include religious, philosophical, and literary texts, as well as critical theory.

**Class time:** 75% lecture, 25% Discussion

#### **CSCL 3461 Monsters, Robots, Cyborgs**

**(Sec 001, 002); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Monsters, Robots and Cyborgs will be a theoretical and historical investigation of these three figures of radical difference. The monster not only gives birth to robot and cyborg, it embodies the fantasies of aberrant reproduction and indestructibility that will characterize its technologized mutations. The goals of the course is to familiarize students with critical issues in the study of Comparative Literature and Film. By providing students with a critical genealogy of the monster, robot and cyborg, this course will emphasize relationships between oral tradition and literary forms, Ancient perspectives and Modern practices, myth and technology, monstrosity and human rights, and psychoanalysis and science fiction and cyborgs and the body politic.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 80 pages of reading per week

#### **CSCL 3472 Gay Men and Homophobia in American Culture**

**(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Supreme Court rulings, Gay marriage, queer heroes from 9/11, Gay bishops, Will and Grace, Ikea and Miller Lite commercials, metrosexuals, and the Fab Five: Why are the gendered body, sexual desire, eroticism?and the labels and identities attached to them?so heavily invested with significance in American culture? Specifically why, despite legal and social gains and popular entertainments, are gay/queer men and homosexuality still capable of generating violent emotion and bodily assault (gay-bashing) and mobilizing elaborate means of censorship and containment? Whose interests are served by the maintenance of homophobia and the queer closet, and is there an alternative to the great In/Out divide? Crucially: What cultural forces?discursive, psycho-social, economic?drive historical change? The course examines these and related questions in their historical context, from late colonial times to the present, and from a variety of perspectives, including philosophy, psychology and medicine, religion and law, literature, visual art, music, and film. The course creates a space where the much-contested realities of homosexuality and queer subcultures can be approached in an atmosphere of free and open inquiry. In the past CSCL 3472 has drawn men and women, gay- and nongay-identified students in roughly equal numbers. .

**Class time:** 70% lecture, 30% Discussion

#### **CSCL 3631 Jewish Writers and Rebels in German, Austrian, and American Culture**

**(Sec 001); Credit will not be granted if credit has been received for: GER 3631, CSCL 3631, JWST 3631, GER 3631, JWST 3631; 3 cr; prereq No knowledge of German required; cr toward major or minor requires reading in German; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** Morris, Leslie C

**Description:** One of the major questions that the course will ask is if there is such a thing as Jewish writing. Gilles Deleuze and Felix Guattari's "Kafka: Toward a Minor Literature" will serve as the starting point for the course, for they propose a theory that seeks to explain how minority groups construct stories, novels, and poems within a major language. Therefore, when Jewish writers compose their works, they inevitably challenge majority assumptions in German, Austrian, and American culture. Not only do they undermine Jewish stereotypes embedded in the

majority culture, but they also ask: What does it mean to be German, Austrian, and American? Can we define a national character? Is there really such a thing as national character? Jewish writers such as Kafka, Celan, Canetti, Broch, Hilsenrath, Malamud, Biller, Honigmann, Bellow, and Roth have developed remarkable affinities that cut across German, Austrian and American cultures, and it will be the purpose of this course to study these affinities and determine whether there is such a thing as Jewish writing. In addition, the course will deal with the major crises of the twentieth century that have compelled Jewish writers often to assume the role of outsider and rebel. Though this is not a course that deals with the Holocaust per se, it will analyze how anti-Semitism in Europe and America led to the destruction of European Jewry and how Jewish writers have responded to this catastrophe and continue to do so in new works.

**Class time:** 15% lecture, 85% Discussion

**Work load:** 75-125 pages of reading per week, 15-20 pages of writing per semester, 2 papers, in-class presentation

**Grade:** 80% written reports/papers, 20% class participation

#### **CSCL 3771 Basic Concepts of Literary Study**

**(Sec 001); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Studying criticism and theory means learning to read. This course will introduce you to the lively debates and controversies that characterize the field of literary study. It is not a matter of mechanically applying a "method" - if reading was strictly deterministic, it would have been automated already. Nor is it a question of the relative merits of concepts, ideas, and approaches. This course will trace the history of literary study along a select number of basic concepts, such as authorship and authority, reading, history, ideology, race, gender, subjectivity, knowledge, and desire. We will discuss features and procedures of literary texts in terms of structuralism, semiotics, psychoanalysis, cultural poetics, post-structuralism, discourse analysis. Among your goals are an understanding of concepts that can justify or otherwise support particular readings, and an increased ability to observe and articulate principles that animate your own practice.

**Class time:** 70% lecture, 30% Discussion

#### **CSCL 3979 Issues in Cultural Pluralism**

**(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** Sarles, Harvey B !!Arthur Motley Exemplary Tch Aw!!

**Description:** This course is directly concerned with cultural diversity, especially with the ideas which underlie racism, sexism, discrimination. These ideas remain powerful in our thinking, often regardless of our education and experience. The concepts arise cyclically, especially in America and need critical knowledge and thinking to expose them: in the general notions of culture and politics, but also how they arise in the experience of each of us. It is also a course in citizenship and public ethics, as it considers the ideas which underlie our democratic institutions, especially the Declaration of Independence and the U.S. Constitution. We are reminded during this course that this country was born in slavery, and is in some ongoing tensions with the peoples native to this country. The rest of us are all immigrants in some generation or other, and need to think and do whatever is required to deal with one another in fairness and justice.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 30 pages of reading per week, VARIES pages of writing per semester, 2 papers

**Grade:** 10% class participation, 90% Essays or Projects-to be discussed in class

**Exam format:** NONE

**Course URL:** <http://www.cscl.cla.umn.edu/faculty/sarles>

#### **CSCL 5147 Teaching as Dialogue**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Sarles, Harvey B !!Arthur Motley Exemplary Tch Aw!!

**Description:** Whereas most teaching is the practice of teacher as lecturer or as facilitator, the idea of teaching as a dialogue remains less explored. Dialogue makes possible a deeper and truer engagement of minds and ideas between thinker/teacher and students. But creating the possibility of dialogue and actually making it happen remain more idea than actuality. Much of this course is, thus, the practice and practicality of dialogue: doing, talk about, how to touch the future. Students in this course will discuss all aspects of teaching&quot; how to engage students, to remain engaged in one's own teaching; how to move a course forward; to continue to grow intellectually while moving students toward their own futurity; about grades and judgment; knowing, reading and thinking critically. Students will also be invited to observe and to interact with the instructor in the context of a large lecture class. The target audience for this course includes those who want to teach, who love knowledge, and wish to place their imprint upon their students' futures: advanced undergraduates and graduate students from all disciplines.

**Class time:** 100% lecture/dialogue

**Work load:** 40 pages of reading per week, 1 papers

**Grade:** 60% written reports/papers, 40% class participation

**Exam format:** None

**Course URL:** <http://www.cscl.cla.umn.edu/faculty/sarles>

### CSCL 5154W Theoretical Constructions of Space

**(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Archer, John !!Arthur Motley Exemplary Tch Aw!!

**Description:** People conceptualize, understand, fashion, and make use of the space in which we all exist in a variety of ways, the diversity of which becomes especially apparent when examined across time and disciplines. The goals of this class are to obtain a sense of several principal strands of spatial thinking that have come to inform our present culture; and to inquire into the interests that they serve and sustain. Or, to put it differently, our agenda concerns the manners in which space articulates and sustains the interests and purposes of society. Our inquiries are located in various disciplines, including anthropology, architecture, geography, history, landscape design, philosophy, planning, and sociology. The readings concentrate on the Western Enlightenment heritage from Locke to the late 20th century. Student projects are encouraged to analyze other temporal, geographic, and theoretical modes of space in order to understand limitations of present formulations, and explore ground for new potentialities. The course will be web enhanced with the URL to be announced.

**Class time:** 40% lecture, 60% Discussion

**Work load:** ~75 pages of reading per week, 10-15 pages of writing per semester, 2 exams, 1 papers, exam and paper requirements vary according to grad/undergrad

**Grade:** 60% written reports/papers, 10% class participation, 30% exams - 2@ 15% each (undergrad students only); 30% leading class discussion (grad students only)

**Exam format:** essay

### CSCL 5302 Aesthetics and the Valuation of Art

**(Sec 001); Credit will not be granted if credit has been received for: CSDS 5302, CSDS 5302; 3 cr; meets DELM req of classroom**

**Instructor:** Schulte-Sasse, Jochen

**Description:** Course readings will include major essays on the relationship of aesthetic theory, ideology, and value/evaluation of art from Friedrich Nietzsche and Walter Benjamin to Jan Mukarovsky, Louis Althusser, Paul de Man, Barbara Herrnstein Smith, Hayden White, Stephen Heath, Kaja Silverman and Teresa De Lauretis. Issues the course will focus on involve the role of aesthetics since the eighteenth century, the relationship between ideology and value/evaluation, the role of identification and the desire for identity in the evaluation of art, and the politics of evaluation.

**Class time:** 30% lecture, 70% Discussion

**Work load:** 50-70 pages of reading per week, 4 papers

**Grade:** 80% written reports/papers, 20% class participation

**Exam format:** essay

### CSCL 5331 Discourse of the Novel

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Pepper, Thomas Adam

**Description:** "A novel is a prose narrative of some length that has something wrong with it" (Randall Jarrell). This course investigates the largely modern form known as the novel from the point of view of its ability to incorporate other forms, including epistle, lyric, and dramatic dialogue, into what F.W. Schlegel calls "progressive universal poetry." Here the concern is to approach the novel from oblique angles -- there is no standard novel -- and to try to use whatever types of analysis are available for this unnatural, monstrous "genre." Undergraduates planning to enroll in the course should have had some training in literary theory, for example in 3000 or 5000-level courses on close reading, reading literary movements, basic concepts of literary study, or semiotics. Readings will include works by Sterne, F.W. Schlegel, Stendhal, Kleist, Goethe, Kierkegaard, George Eliot, Flaubert, Henry James, Kafka, Woolf, Beckett, Lispector, as well as criticism by Benjamin, Lukacs, Shklovsky, Erich Auerbach, de Rougement, Barthes, Louis Marin, Genette, Banfield, and others.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 200-300 pages of reading per week, 20 pages of writing per semester, 2 papers

**Grade:** 70% written reports/papers, 30% class participation

### CSCL 5711 Sociocriticism

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Mowitt, John W !!Grad and Prof Teaching Award!!

**Description:** What does it mean to say that a text reflects its context, specifically, that literature reflects society? Is literature nothing more than a mirror of something outside of it to which it owes both its meaning and its existence? Is all literature then, even the most experimental, realistic? And if literature is this reflection, what must literary criticism and theory do in order to engage it? These questions will be examined first by considering the movement from which our course derives its title, la sociocritique. From there we will turn back to examine some of the key figures in the tradition of the sociology of literature: Bakhtin, Benjamin, Goldmann, Kristeva, Lukacs, Macherey, Sartre, Said and Williams. Our aim is twofold: to understand how these figures engage the questions posed above, and to shed light on the forgetting that makes cultural studies seem like a discovery of the sociology of culture.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 25-50 pages of reading per week, 15-20 pages of writing per semester, 3 papers

**Grade:** 100% written reports/papers

**Exam format:** There are none

### CSCL 5835 Richard Wagner's "Der Ring des Nibelungen":

**Music, Myth, and Politics**

**(Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom**

**Instructor:** Thomas, Gary C. !!Morse Alumni Award; Arthur Motley Exemplary Tch Aw!!

**Description:** Everything about him was enormous. His ego, his genius, his effect. No less than Marx, Darwin, Freud, and Nietzsche, his fellow 19th century begetters of modernity, he conjured new worlds into being and sentenced old ones to death. Like them, he transformed everything he touched or that touched him, past, present, and future. After him, as after them, the field, the play, and the stakes looked radically, brilliantly different. A consummate theatric and fetishist of the sublime, he obsessed over power, only ever after to be appropriated by it. More than a century after his death he continues to fascinate and absorb, seduce and repel. Richard Wagner-und kein Ende. The first half of the semester we will attend to the fifteen hours of music, narrative, and spectacle comprising "The Nibelung's Ring"-Das Rheingold, Die Walkuere, Siegfried, and Goetterdaemmerung-as well as Wagner's theory of theater as 'total work of art' and of his "music of the future." What did Wagner produce? What were his territorial claims? What were their conditions of possibility? The remainder of the course will explore aspects of Wagner as protean afterlife of effects and relations in culture, as a psycho-social problem of music in modernity-Wagner and

fascism, Wagner and cinema, Wagner and stupefaction. How does Wagner continue to matter? For upper division and graduate students with some background in music, theater, and/or cinema. Knowledge of German useful, but not required.  
**Class time:** 30% lecture, 70% Discussion  
**Work load:** 50 pages of reading per week  
**Grade:** 30% written reports/papers, 10% quizzes, 20% in-class presentations, 40% class participation

**CSCL 5993 Directed Study**

(Sec 001, 002); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** Directed study - arranged

## Curriculum and Instruction

145 Peik Hall: 612/625-6372

**CI 1001 Introduction to the Elementary School**

(Sec 002); 3 cr; A-F only; meets DELM req of classroom

**Instructor:** DeLapp, Peggy

**Description:** This course examines various aspects of elementary schools and elementary teaching, including school contexts and organization, the role of the teacher, contemporary students, culture and diversity, standards, curriculum, assessment, and policy. The course includes visits to educational settings.

**Class time:** 20% lecture, 50% Discussion, 30% in-class assignments and projects

**Work load:** 50 pages of reading per week, 25 pages of writing per semester, 5 papers, small group presentation and project  
**Grade:** 50% written reports/papers, 50% in-class assignments and projects

**Exam format:** open-book quiz, presentation, or paper

**CI 1001 Introduction to the Elementary School**

(Sec 001, 003); 3 cr; A-F only; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course focuses on contemporary urban elementary school teaching including the teacher's role, the role of the principal and other non-teaching staff, the curriculum and the students. The course includes visits to educational settings to observe or interview teachers, the principal and other non-teaching personnel, or the students.

**Class time:** 1% lecture, 39% Discussion, 20% Laboratory, 40% small group projects

**Work load:** 40 pages of reading per week, 25 pages of writing per semester, 6 papers, small group presentations and projects

**Grade:** 25% written reports/papers, 25% in-class presentations, 25% class participation, 25% site visits and interviews

**Exam format:** presentation or paper

**CI 5097 Student Teaching in Art Education**

(Sec 001); 8 cr; S-N only; prereq Licensure student in art ed; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Observation of, participation in, and supervisory experiences with various types and levels of art classes.

**CI 5177 Practical Research**

(Sec 001); 3 cr; A-F only; prereq CI MEd student, or CI or EdPA Teacher Leadership MEd student; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Preparation for identifying a research and development topic, reviewing the existing knowledge on the topic, planning and carrying out a project, further investigating the topics, and writing a report on the project.

**CI 5186 School-Related Projects**

(Sec 001-005); 1-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq MEd student; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Research or evaluation project related to teaching, curriculum, or other aspect of schooling. Approved and supervised by faculty advisor.

**CI 5187 Practicum: Improvement of Teaching in Elementary or PreKindergarten Schools**

(Sec 001-003); 2-3 cr; max crs 3, 1 repeat allowed; S-N only; prereq MEd student in elem or early childhood ed; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Elementary school classroom teaching project designed to improve specific teaching skills. Approved and directed by advisor.

**CI 5190 Directed Individual Study in Curriculum and Instruction**

(Sec 001, 002); 1-6 cr; max crs 12, 12 repeats allowed; prereq Grad student only; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Directs students to individual studies that focus on producing and evaluating curriculum materials; literature review of issues and problems; and assessing curriculum processes.

**CI 5337 Planning for K-12 Technology Design and Integration**

(Sec 001); 3 cr; A-F only; prereq Able to use various instructional computing tools; meets DELM req of classroom

**Instructor:** Hughes, Joan E

**Description:** This course is designed for teachers, administrators, and those interested in education to examine the process of designing and planning for technology integration in K-12 contexts, focusing primarily on the school level (though discussion of district and state levels will occur). Eight interconnected dimensions of comprehensive technology planning will be studied, including: 1) Developing a vision and policy; 2) Analyzing technology needs; 3) Understanding/Identifying student-centered learning; 4) Involving parents and community members; 5) Supporting professional development; 6) Evaluating process and outcomes; 7) Establishing multi-year funding strategies; 8) Building a technology infrastructure. The course format includes reading, discussion, library and Internet research, presentations and a field-based project. A high level of participation is required for this class. Most course readings are available on-line.

**Class time:** 10% lecture, 50% Discussion, 40% Field project  
**Work load:** 40 pages of reading per week, 30 pages of writing per semester, 3 papers

**Grade:** 70% written reports/papers, 30% class participation

**CI 5351 Technology Tools for Educators**

(Sec 001); 3 cr; A-F only; prereq Basic knowledge of Macintosh operating system and a word processing program; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Develop skills in using selected technology applications to support teaching and learning. Internet applications, presentation software, multimedia authoring tools, desktop publishing software, Web page creation. May also include a field-site project.

**CI 5361 Integrating the Internet into K-12 Schools for Learning, Instruction, and P**

(Sec 001); 3 cr; prereq Experience with computers recommended; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Examination of the capabilities of the Internet for professional development and instructional use. Use of specific client/server software for accessing the Internet, instructional issues and opportunities; implications for K-12 student involvement and classroom management; and Web page

development by teachers and their students. Previous experience with computers desirable.

**CI 5496 Directed Experiences in Teaching English (Sec 001); 8 cr; S-N only; prereq MED/initial licensure students in English ed only; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Student teaching/clinical experience for English post-baccalaureate students only.

**CI 5535 Foundations of Science Education (Sec 001); 3 cr; A-F only; prereq M.Ed., grad student, or instr consent; meets DELM req of classroom**  
**Instructor:** Finley, Fred N  
**Description:** Analysis of present science teaching practices in light of historical and philosophical foundations of science education.

**CI 5597 Clinical Experience in Secondary School Science Teaching (Sec 001); 4-8 cr; max crs 8, 1 repeat allowed; S-N only; prereq initial licensure or instr consent; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Supervised clinical experience in secondary school science teaching.

**CI 5693 Directed Study in Second Languages and Cultures (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq Instr consent; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Individual or group work on curricular, instructional, or assessment problems.

**CI 5696 Practicum: Teaching World Languages and Cultures in Elementary Schools (Sec 001); 2 cr; prereq 5619, adviser approval; credits cannot be counted on a graduate degree program for endorsement candidates; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Teaching and learning experiences in second languages and cultures at the elementary school level. Requires students to work in a public school setting.

**CI 5697 Practicum: ESL in the Elementary School (Sec 001); 2 cr; prereq Adviser approval; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Teaching and learning experiences in an English as a second language setting at the elementary school level. Requires students to work in a public school setting.

**CI 5698 Student Teaching in Second Languages and Cultures (Sec 001); 2 cr; prereq Adviser approval; credits cannot be counted on a graduate degree program; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Student teaching in Second Languages and Cultures at the secondary level for teachers already licensed in another field. Requires students to work in a public school setting.

**CI 5908 Family and Work Relationships (Sec 001); Credit will not be granted if credit has been received for: WCFE 5201, FE 5201, WCFE 5201, WCFE 5201, WHRE 5201; 3 cr; A-F only; meets DELM req of classroom**  
**Instructor:** Magistad, Beth Maddock  
**Description:** Interactions of work and family roles, responsibilities, and aspirations, with consideration given to resources, legal aspects, and gender.

**CI 5960 Seminar in Youth Development Leadership (Sec 001-004); 4 cr; max crs 4, 4 repeats allowed; S-N only; prereq YDL student or instr consent; credit will not be granted if credit received for: WCFE 5451; meets DELM req of classroom**  
**Instructor:** Walker, Joyce Ann  
**Description:** Group study of topics and issues in the youth development field; practice in course proposal and educational program development; participation in a co-created learning experience with a group of peers. Four-course sequence.

**CI 5962 Leadership Field Experience: Youth Development (Sec 001); 4 cr; S-N only; prereq YDL student or instr consent; meets DELM req of classroom**  
**Instructor:** Walker, Joyce Ann  
**Description:** Demonstration of leadership in practice; project built on understanding of youth, experiential pedagogy, community and program settings; focuses on public policy, advocacy, evaluation, pedagogical issues, program design, curriculum development, or applied research.

## Dance

*Barbara Barker Center for Dance:*  
 612/624-5060

**Dnce 1001 Modern Dance Technique 1 (Sec 001); 1 cr; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** This course is a basic introduction to modern dance technique. Emphasis will be placed on successful performance of the fundamental elements that comprise modern dance technique. This will include class warm-up, center floor sequences and combinations, and movement patterns that move across and through space. This course will also include basic elements of dance improvisation as well as fundamental anatomical understanding. Classes will be based on the exploration of the elements of time, space and energy while emphasizing alignment, flexibility, strength, clarity and efficiency of movement.  
**Class time:**  
**Work load:** 1 papers, Attending a Modern Dance Performance

**Dnce 1020 Modern Dance Technique 4 (Sec 002); 2 cr; max crs 4; prereq 1010, dept consent; meets DELM req of classroom**  
**Instructor:** Thompson, Erin D  
**Description:** This course is the fourth level of eight levels of modern dance technique offered in the Dance Program. Class work is based on the practical application of the principles of space, time, and energy with specific emphasis on alignment, power from the pelvic center, rotation and turnout, muscular tonality, joint articulation, clarity of intent, musicality, stretch, strength, and stamina. Class consists of in-place warm-ups, specific technical exercises and dance phrases applying the technique addressed. Successful completion of level three or departmental approval by audition required for registration.  
**Class time:** 100% Studio  
**Work load:** 1 papers, Attending a Modern Dance Performance

**Dnce 1102 Ballet Technique 2 (Sec 001); 1 cr; prereq 1101, dept consent; meets DELM req of classroom**  
**Instructor:** Anderson, Tina Nancy  
**Description:** This class is the second of a two-semester sequence of fundamental ballet technique. Class work is based on the practical application of the principles of classical ballet technique, including body alignment and placement, strength, flexibility, coordination and musicality. By the end of the semester, students should be able to execute all the elements of a basic level ballet class, including barre exercises, center work,

turns, and jumps. Audition for technique placement or successful completion of level one with departmental approval required for registration

**Class time:** 100% Studio

**Work load:** 1 papers, Attending a Ballet Performance

#### **Dnce 1120 Ballet Technique 4**

**(Sec 001); 2 cr; max crs 4; prereq 1110, dept consent; meets DELM req of classroom**

**Instructor:** Anderson, Tina Nancy

**Description:** This class is the second of the two-semester sequence in beginning ballet technique - level four in an eight-semester sequence. Class work is based on the practical application of the principles of classical ballet technique, including body alignment and placement, strength, flexibility, coordination and musicality. By the end of the semester, students should be able to execute beginning level ballet vocabulary with ease and confidence and with a physical understanding of classical ballet elements. Audition for technique placement or successful completion of level three with departmental approval required for registration.

**Class time:** 100% Studio

**Work load:** 1 papers, Attending a Ballet Performance

#### **Dnce 1202 Jazz Technique 2**

**(Sec 001); 1 cr; prereq 1201, dept consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This is the second of an eight-semester sequence in jazz dance technique/style. Class work will continue to focus on fundamental jazz vocabulary and movement. Clear articulation of movement will continue to be emphasized, as well as the use of space, weight, dynamics, focus and musicality. The continued use of improvisation will be used to help build one's self confidence in dance movement. Successful completion of previous level or departmental approval by audition required for registration.

**Class time:** 100% studio

#### **Dnce 1220 Jazz Technique 4**

**(Sec 002); 1 cr; max crs 2; prereq 1210, dept consent; meets DELM req of classroom**

**Instructor:** Grotting, Karla Kaye

**Description:** This is the fourth of an eight-semester sequence of jazz dance technique/style. This class will introduce vocabulary and develop skills, technique, and style used in classical jazz dance while increasing flexibility and strength. Emphasis will be on the use of space, clear articulation of movement, rhythmic footwork, grounding movement, dynamics, and overall musicality (meter, tempo, syncopation, and phrasing).

**Class time:** 100% Studio

**Work load:** 1 papers

**Grade:** 0% studio

#### **Dnce 1220 Jazz Technique 4**

**(Sec 001); 1 cr; max crs 2; prereq 1210, dept consent; meets DELM req of classroom**

**Instructor:** Virtucio, Laura Anne Selle

**Description:** This is the fourth of an eight-semester sequence of jazz dance technique/style. This class will introduce vocabulary and develop technical skills, using a variety of jazz dance styles while increasing flexibility, groundedness and strength. This will include more complex weight changes, rhythm patterns changes of direction and balances. Students will work on perfecting inside and outside pirouettes in plie and releve. Dancers will increase their understanding of musicality, dynamics, style and improvisation, and explore a basic understanding of the history of jazz music styles. Successful completion of previous level or departmental approval by audition required for registration.

**Class time:** 100% Studio

**Work load:** 1 papers

#### **Dnce 1313 African Based Movement**

**(Sec 001); 1 cr; meets DELM req of classroom**

**Instructor:** Brown, Patricia !!CCE Distinguished Tchg Award!!

**Description:** This course will focus on the varied movement of the African Diaspora, primarily West Africa, but not limited to the West Africa region or the continent of Africa. Class will include traditional movement, but will also focus on movement inspired by Africa, the Caribbean, and the African Diaspora at large. Coursework includes in-class movement participation, one movement midterm and one two-page paper.

**Class time:** 100% Studio

**Work load:** 1 papers

#### **Dnce 1317 Arabic Dance**

**(Sec 001); 1 cr; meets DELM req of classroom**

**Instructor:** Shore, Sandra Lee

**Description:** This class will explore the basic movements and styling of dances of the Arabic-speaking world with an emphasis on the classical women's performing dances. Traditional and contemporary movements from Egypt, the Levant, the Arabian Peninsula, North Africa and Turkey will be included and defined in class. Students will also work toward an understanding of the cultural context of these movements and dances, and their source of passion and motivation - Arabic music. Class focus will include body awareness and conditioning as it applies to this dance form.

**Class time:** 100% Studio

#### **Dnce 1321 Ballroom 1**

**(Sec 001, 002); 1 cr; meets DELM req of classroom**

**Instructor:** Griffin, Erica Colleen Furuseth

**Description:** This course is an introduction to ballroom dance. Class work will focus on basic patterns in the fox trot, waltz, swing, cha-cha, rhumba, and tango. Students will learn to utilize a variety of step patterns, lead and follow a partner smoothly, and use the accepted characteristic style for each dance. This course will also focus on basic rhythmic fundamentals in ballroom dance such as meter, tempo, accent, and phrasing.

#### **Dnce 1325 Latin Dance**

**(Sec 001, 002); 1 cr; meets DELM req of classroom**

**Instructor:** Lickteig, Joy Davina

**Description:** This course is designed to give students an introduction to Latin dances and techniques. The course will cover basic vocabulary and lead/follow techniques of the most popular Latin social dance styles including: Salsa, Cha-Cha, Rumba, and Merengue. The first half of the class will focus on basic footwork and partnering for these various Latin social dances. The second half of the class will focus on rhythm and musical styling.

**Class time:** 100% Studio

#### **Dnce 1331 Yoga**

**(Sec 001, 002); 1 cr; meets DELM req of classroom**

**Instructor:** Pick, Gretchen E

**Description:** This course will give a basic introduction to the theory and practice of Yoga. The course will introduce the student to standing postures, forward bends and twists, balancing and seated postures, inversions, back bends, and guided relaxation and meditation. Course objectives include proper alignment, proper weight placement, body awareness, relaxation, and breathing techniques. Assignments will include a midterm paper and a movement demonstration final.

**Class time:** 100% Studio

**Work load:** 1 papers

#### **Dnce 1335 T'ai Chi Ch'uan**

**(Sec 001); 1 cr; meets DELM req of classroom**

**Instructor:** Abdella, Paul Edward

**Description:** This course is designed to give students an introduction to T'ai Chi Ch'uan. T'ai Chi Ch'uan is an ancient Chinese slow-motion exercise which provides benefits in the area of health, self-defense, mental development, and meditation. The slow, calm, continuous movements of T'ai Chi

help the body and mind to become relaxed and centered by developing natural movement patterns, deep breathing and a tranquil stress-free mind. In addition, each movement has a practical application for self-defense, which is taught in a non-competitive and non-aggressive manner.

**Dnce 1347 Stott Pilates Conditioning****(Sec 001); 1 cr; meets DELM req of classroom****Instructor:** Gleason, Pamela A

**Description:** This class is an introduction to Pilates Conditioning. This course will focus on mastering essential mat work of the Pilates method. Stott Pilates Conditioning is a contemporary approach to the mind-body system of exercise pioneered by Joseph Pilates. The neuro-muscular resistance exercises are designed to help develop a balanced musculoskeletal system - strong flexible muscles and better alignment - for optimal physical and mental well-being.

**Class time:** 100%**Work load:** 1 papers**Dnce 3120 Ballet Technique 6****(Sec 001); 2 cr; max crs 4; prereq 3110, dept consent; audit registration not permitted; meets DELM req of classroom****Instructor:** Pierce, Toni L

**Description:** This course is the sixth level of an eight-semester sequence in classical ballet. This course continues to offer the intermediate ballet student principles of ballet technique.

Classwork will involve strong emphasis on proper alignment of the body, dynamic timings, and a command of ballet terminology. The class format will begin with barre, followed by a period of stretching. Turning and jumping will be re-introduced at the barre and subsequently transferred to the center. Centerwork will include all aspects of ballet technique including port de bras, adagio, turns, petite allegro and grade allegro. As the semester progresses the combinations will become more complex. A constant correlation between barre and centerwork will be explored. Successful completion of previous level or departmental approval by audition required for registration.

**Class time:** 100% Studio**Work load:** 1 papers**Dnce 3120 Ballet Technique 6****(Sec 002); 2 cr; max crs 4; prereq 3110, dept consent; audit registration not permitted; meets DELM req of classroom****Instructor:** Tice, Ronald G

**Description:** This course is the sixth level of an eight-semester sequence in classical ballet. This course continues to offer the intermediate ballet student principles of ballet technique.

Classwork will involve strong emphasis on proper alignment of the body, dynamic timings, and a command of ballet terminology. The class format will begin with barre, followed by a period of stretching. Turning and jumping will be re-introduced at the barre and subsequently transferred to the center. Centerwork will include all aspects of ballet technique including port de bras, adagio, turns, petite allegro and grade allegro. As the semester progresses the combinations will become more complex. A constant correlation between barre and centerwork will be explored. Successful completion of previous level or departmental approval by audition required for registration.

**Class time:** 100% Studio**Work load:** 1 papers**Dnce 3302 Tap Technique 4****(Sec 001); 1 cr; prereq 3301 or instr consent; meets DELM req of classroom****Instructor:** Grotting, Karla Kaye

**Description:** This studio class will focus on intermediate skills of tap dance including pick-ups and wings. There will be a continuing emphasis on musicality and rhythm. We will practice intermediate footwork and combinations, time steps, work on a tap dance routine, and continue exercises for tap dance improvisation.

**Class time:** 100% Studio**Dnce 3337 Body Mind Centering****(Sec 001); 2 cr; meets DELM req of classroom****Instructor:** Fargnoli, Margaret

**Description:** This class provides an overview of Body-Mind Centering, a new approach to movement, mind and body developed over the past thirty years by Bonnie Bainbridge Cohen, O.T. Classwork includes improvisational movement explorations, hands-on re-patterning work and discussion designed to give direct experience of the way mind (desire, attention, and intention) is expressed through the various body systems. These systems are the skeletal, organ, muscle, fluid, nervous, and endocrine. In addition, students will study developmental movement, the baby movements that underlie our more complex adult movement. Imagery, touch, and anatomical information will be used as tools to help students access a range of inner sensations and movement experiences. Emphasis will be on the acknowledgement of each individual's unique experience of the body, as well as on the experiences we share as human beings. This class is experiential and includes movement, touch, lecture and class discussion. Students can expect to spend two to three hours per week in outside reading and keeping a journal. There is one quiz and one take home exam.

**Dnce 3601 Dance Composition 1****(Sec 001, 002); 3 cr; prereq 1020, 1601, concurrent regis in a modern dance technique course, dept consent; meets DELM req of classroom****Instructor:** Mann, Paula

**Description:** This course is the second part of a six-semester sequence in Dance Composition. In this course, form and structural techniques will be explored through the creation, presentation and critique of solo studies. In-class work will consist of improvisation, experimentation, revision and analysis of movement in relation to space, time and energy, both as an end in itself and as a means to express ideas, emotions and narrative. Successful completion of Improvisation or departmental approval required for registration

**Work load:** 1 papers**Dnce 3700 Performance****(Sec 001); 1 cr; max crs 4; prereq Concurrent enrollment in a technique course, audition, dept consent; meets DELM req of classroom****Instructor:** Pierce, Toni L

**Description:** Audition, casting and departmental approval required for registration

**Dnce 3901 Survival Strategies in Dance****(Sec 001); 3 cr; A-F only; prereq Dance major, dept consent; meets DELM req of classroom****Instructor:** STAFF

**Description:** In this course students will explore basic strategies fundamental to a dancer's survival. Essential knowledge about injury prevention and care; the development of healthy dietary and muscular/skeletal habits; and information on career tracks in dance are covered. Departmental approval required for registration - Dance Majors Only

**Dnce 4454W (Re)Writing the Dancing Body****(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Chatterjea, Ananya

**Description:** (Re)Writing the Dancing Body is an upper-level writing intensive course that is based on the recognition that writing about dance requires specific skills, particularly because of the need to connect the kinesthetic-visceral experience of movement to the verbal-linguistic modes of linguistic expression. The course begins with basic but important exercises such as designing resumes and curriculum vitae and then moves on to work on clarity and focus of articulation through the writing of dummy grants. The course then explores the various modes of writing that are part of Dance Studies, such as oral histories, historical documentation, performance reviews, anthropological

studies, and scholarly essays. Since the phenomenon of 'writing' dance is closely connected with 'seeing' and 'reading' dance, the classes tend to work through a text that sets off discussions and critiques of existent modes of writing.

required for registration

## Design Institute

101 Rapson Hall: 612/625-3373

### Dnce 4601 Dance Composition 3

**(Sec 002); 3 cr; prereq 3602, concurrent regis in a modern dance technique course, dept consent; meets DELM req of classroom**

**Instructor:** Mann, Paula

**Description:** This course is the fourth of a six-semester sequence in Dance Composition. Class work will consist of exploration and structuring of dances for groups. Course Objectives include: developing an understanding and appreciation for the craft of group choreography, exploring the creative process, discovering movement vocabulary, and acquiring skills of compositional structures for groups. Successful completion of previous level or departmental approval required for registration

**Class time:** 100% studio, rehearsal/performance

### Dnce 5120 Ballet Technique 8

**(Sec 001); 1 cr; max crs 2; prereq 5110, dept consent ; audit registration not permitted; meets DELM req of classroom**

**Instructor:** Leon, Barry D

**Description:** This course is the eighth in an eight-semester sequence of ballet technique. This advanced level ballet class will emphasize and further develop the following skills: clarity of arms and head positions, a strong stance, stability and balance, coordination of the joining of steps, use of feet in jumps, the ability to reverse and remember movement combinations. Successful completion of previous level or departmental approval by audition required for registration.

**Class time:** 100% studio

### Dnce 5220 Jazz Technique 8

**(Sec 001); 1 cr; max crs 2; prereq 5210, dept consent; audit registration not permitted; meets DELM req of classroom**

**Instructor:** Lee, Linda Talcott

**Description:** This course is the eighth of an eight-semester sequence of jazz dance technique/style. This class will further enhance the techniques and styles learned in previous levels. Emphasis will be placed on stretching emotional boundaries through movement, developing unique performance persona and mastering audition techniques. The goal for this class is to produce dancers who are technically strong, flexible, musical, expressive and prepared for a professional career. Successful completion of previous level or departmental approval by audition required for registration.

### Dnce 5337 Body-Mind Centering II

**(Sec 001); 2 cr; prereq 3337 or equiv; meets DELM req of classroom**

**Instructor:** Fagnoli, Margaret

**Description:** The second level of Body-Mind Centering class concentrates on two or three of the body systems explored in level 1. This semester is devoted to the skeletal system and the organ system. It will emphasize the interaction of systems with each other, detailed hands-on touch and repatterning techniques and the integration of the bones and organs within the developmental movement framework. Texts include Wisdom of the Body Moving by Linda Hartley and the Anatomy Coloring Book, 3rd Edition. Students will be required to keep a weekly journal. There will be a quiz and take home exam.

**Grade:** 30% written reports/papers, 30% class participation, 40% lab work

### Dnce 5700 Performance

**(Sec 001); 1 cr; max crs 4, 4 repeats allowed; prereq concurrent enrollment in technique course, dept consent; meets DELM req of classroom**

**Instructor:** Pierce, Toni L

**Description:** Audition, casting and departmental approval

### Desl 5100 Design Institute Directed Study

**(Sec 001, 002); 1-3 cr; max crs 9, 6 repeats allowed; A-F only; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Travels in Typography: A hands-on survey. From Gutenberg to Gill, from papyrus to paper, immerse yourself in the tactile qualities of the printed word. This class will map the development of writing and its offspring, movable type, using the exceptional resources of the internationally-renowned James Ford Bell Library at the University of Minnesota. Throughout the semester students will use the Bell Library's rare book and map collection to undertake hands-on design exercises that take them on a historical and practical tour of all the major developments in typography, including stonecutting, calligraphy and letterpress printing.

## Design, Housing, and Apparel

240 McNeal Hall: 612/624-9700

### DHA 1311 Foundations: Drawing and Design in Two and Three Dimensions

**(Sec 001-003); 4 cr; A-F only; prereq DHA major or premajor; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** In this course the formal, perceptual, symbolic and technical aspects of visual communication will be introduced--with the emphasis on drawing. Design elements and principles will be applied within the context of observational drawing, as well as two- and-three dimensional design. Design process and creative problem solving will be stressed. We will work in a variety of mediums -- charcoal, conte, white chalk, but the emphasis will be on gaining expertise with the pencil. Subject matter will range from the figure to two-dimensional abstraction projects. You will gain expertise in drawing technique, as well as in composition, visual unity and balance and in visual analysis of drawings.

**Class time:** 20% lecture, 20% Discussion

**Work load:** 12 hours work outside class per week on various drawing assignments

**Grade:** 10% class participation, 90% visual assignments

**Exam format:** Final presentation

### DHA 1312 Foundations: Color and Design in Two and Three Dimensions

**(Sec 001-004); 4 cr; A-F only; prereq DHA major or pre-major; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** "This design foundations course introduces students to color theory and its application in two and three dimensional design through lectures, demonstrations, extensive studio work and critiques. Emphasis is on developing students' ability to use color effectively in two and three dimensional design applications by studying traditional design elements, gestalt grouping principles, theories of color organization, color and spatial perception, and color interaction." But it is so much more. Intended for (pre) majors in graphic design, clothing design, interior design, and housing; this class has a well-earned reputation as 'the toughest class you'll ever love.' Class time is spent with slide and lecture presentations, studio work, and group and individual critiques. Successful completion requires a significant commitment to time, energy, and resources (supplies run approximately \$200.) The result? You will produce a portfolio that is a descriptive explanation and illustration of color and

design theory, enhanced with your own creative projects: a physical product of impressive proportions. You will be proud of your work. Most importantly, you will see the world in a whole new light. You'll see color where you didn't see it before and recognize the 'color magic' around you.

**Class time:** 20% lecture, 20% critique; 60% studio work

**Work load:** 10 pages of reading per week, 15 pages of writing per semester, 7 major designs and 16 in-studio exercises

**Grade:** 20% written reports/papers, 80% studio designs and exercises

#### **DHA 1315 Foundations: The Graphic Studio**

**(Sec 001, 002); 4 cr; A-F only; prereq [DHA major or pre-major] or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This class will provide an overview of the design communication process including creative procedure, terminology, and technology, and will introduce the use of current computer applications. Students will gain skills in digital illustration and page layouts, and image-scanning and manipulation. Graphic design elements of typography, production, color separation, printing process, and photography will also be addressed.

**Class time:** 50% lecture, 10% Discussion, 40% Laboratory

**Grade:** 25% class participation, 50% problem solving, 25% in-class exercises

#### **DHA 2221 Clothing Design Studio I**

**(Sec 001); 4 cr; A-F only; prereq 1201, [1221 or pass sewing proficiency exam], DHA [major or pre-major]; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Introduction to theories and methods used to solve problems in designing clothing for a variety of user groups. Developing an understanding of the relationship of the 2-dimensional pattern shape to the 3-dimensional body. Introduction to basic flat pattern, draping and fitting principles. The objectives of the course are: To understand the basic relationship of the 2-dimensional plane to the 3-dimensional body in developing patterns; To understand and utilize flat pattern manipulation to vary pattern style while maintaining size in the design of clothing; To examine, evaluate, and utilize pattern development techniques as appropriate for selected clothing designs; To learn the basic process of apparel design ideation through the use of a variety of illustration techniques; To learn and implement the basic process of apparel pre-production form design concept through finished sample. This class is designed for pre-clothing design majors who have completed the necessary prerequisites: DHA 1201, 1311, 1221, 1312. The class is designed for studio learning opportunities with supporting lecture and demonstrations. Project work requires an average of 15 hours outside of class.

**Class time:** 25% lecture, 75% Studio

**Work load:** 50% excersises; 25% projects; 1 major project

**Grade:** 50% special projects, 50% problem solving

#### **DHA 2345 Typographic Design**

**(Sec 001, 002); 3 cr; A-F only; prereq DHA major, pass portfolio review; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Typographic Design is an introduction to the art of visual communication: the visual realization of a most basic element of communication--the word. The history of typographic forms, principles of composition, and the expressive potential of type will be explored though reading, research, exercises, and design production. Sequential studies will follow the design process: problem-solving through exploration, experimentation, selection, critique, and refinement. Effectiveness of typographic design will be evaluated in terms of legibility, readability, and expression: the direct correlation to gestalt design principles will be evident. Assignments include textbook readings, research from additional sources, analysis and critique of found design, and, primarily, studio design production. Studio assignments will involve both handwork, to train the eye and hand; and digital

typographic design and illustration using QuarkXpress and Illustrator. Class sessions will be held in both classrooms and Macintosh studios. This class is for Graphic Design majors who have passed portfolio review only.

**Class time:** 10% lecture, 60% studio; 30% critique

**Work load:** 8 pages of writing per semester, 2 papers, 8 studio projects

**Grade:** 100% studio design projects including process participation

#### **DHA 2402 Residential Technology**

**(Sec 001); 3 cr; A-F only; prereq 1101 or concurrent enrollment in 1101; meets DELM req of classroom**

**Instructor:** Cheple, Marilou !!Outstanding Achievement Award!!

**Description:** Survey of technological systems in the near environment with emphasis on the consumption and conservation of natural resources, energy sources, and human factor considerations in kitchen design. Students will learn to evaluate residential kitchen plans based on the human factor components of function, design, and efficiency of space; define terms and discuss current issues related to fuels and residential technology; explain the principles and function of electricity used in the residential environment; specify the electric circuits needed and outlet placement in a residence; explain the principles of operation of gas burners used in residential technology systems; determine comparative costs of residential fuels and ways to conserve energy; explain residential lighting distribution and requirements, describe the methods and applications of heat transfer used in the residential environment; describe the chemical and mechanical aspects of residential water use; identify issues related to reduction and removal of residential waste; identify characteristics of materials, finishes, and construction methods used in the residential kitchen; differentiate among the types of control mechanisms used in the residential environment to perform specific functions; and evaluate sources of information about residential technology to determine the source's effectiveness and appropriateness in conveying information. Target: undergrads in housing, interior design, arch, and related fields.

**Class time:** 75% lecture, 10% Discussion, 15% Laboratory

**Work load:** 10 pages of reading per week, 3 exams, kitchen design project

**Grade:** 30% special projects, 5% class participation, 5% lab work, 15% problem solving, 40% Three units tests

**Exam format:** multiple choice, matching, short answer

#### **DHA 2463 Housing and Community Development**

**(Sec 001); 3 cr; A-F only; prereq 1101 or concurrent enrollment in 1101; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** Crump, Jeffrey R

**Description:** This course is an examination of the linkages between housing and community development. The process of residential neighborhood change and the impact of housing on neighborhood conditions will also be explored. The course considers theories of neighborhood change, trends in residential development, and ideas of community building. Private sector, community-based, and governmental efforts at neighborhood revitalization and their effectiveness will be studied. Related issues such as racial discrimination in housing, gentrification and the displacement of low-income residents will be surveyed. This course also incorporates a community-based learning component. Specific course goals include: 1. Develop an understanding of linkages between housing and the broader community. 2. Develop an appreciation of the linkages between housing and quality of life. 3. Develop an awareness of the connections between housing and social justice.

**Class time:** 40% lecture, 20% Discussion, 40% Community based learning

**Work load:** 60 pages of reading per week, 30 pages of writing per semester, 4 exams, 1 papers

**Grade:** 20% final exam, 30% quizzes, 10% class participation, 40% Community based learning

**Exam format:** Essay

**DHA 3224 Clothing Design Studio IV****(Sec 001); 4 cr; A-F only; prereq [2213, 3223] with grade of at least C-, DHA major; meets DELM req of classroom****Instructor:** LaBat, Karen Louise**Description:** Use of the design process in designing clothing for special needs. Conduct and apply research in design of specialized clothing for use in situations requiring thermal protection, impact protection, accommodation for mobility, and to facilitate and/or increase body function. Text is "Clothing: The Portable Environment", by Watkins. Prereq is Clothing Studio III**Class time:** 20% lecture, 10% Discussion, 70% Studio**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 3 projects**Grade:** 15% mid-semester exam(s), 15% final exam, 10% problem solving, 60% design projects**Exam format:** Essay**Class time:** 10% lecture, 10% Discussion, 80% studio time**Work load:** 5 projects**Grade:** 60% special projects, 10% class participation, 30% problem solving**DHA 3353 Graphic Design III: Packaging and Display****(Sec 002); 3 cr; A-F only; prereq 3352 or concurrent registration is required (or allowed) in 3352, DHA major; meets DELM req of classroom****Instructor:** McCarthy, Steven J**Description:** This section of Packaging Design will focus on interdisciplinary projects. Graphic Design students will collaborate with students in the New Product Design and Business Development program (a collaborative venture between the Carlson School of Management, the Department of Mechanical Engineering, the Department of Biomedical Engineering and sponsoring companies), and within DHA by working with Apparel Design and Retail Merchandising students. The goal is to challenge the students to work and learn together by designing actual packaging designs applied to real products and retail environments.**Class time:** 10% lecture, 10% Discussion, 75% Laboratory, 5% critique**Work load:** 10-15 pages of reading per week, 1 papers, a heavy commitment to working outside of class, in collaborative terms, perhaps on different parts of campus.**Grade:** 15% final exam, 30% written reports/papers, 5% in-class presentations, 40% lab work, 10% problem solving**Exam format:** critique, analysis, documentation, outside assessment**DHA 3312 Color and Form in Surface Design****(Sec 001); 3 cr; A-F only; prereq 1311, 1312, [DHA major or pre-major]; meets DELM req of classroom****Instructor:** Boyd-Brent, James W**Description:** Building on DHA 1312, this course will explore color theory and practice in surface design using a variety of hands-on materials, including watercolor, monoprints, and relief prints.**Class time:** 10% lecture, 20% Discussion, 70% visual assignments and in-class work**Work load:** 4 pages of reading per week, 4 pages of writing per semester**Grade:** 5% mid-semester exam(s), 10% class participation, 85% visual assignments and in-class work**DHA 3352 Graphic Design II: Identity and Symbols****(Sec 001); 3 cr; A-F only; prereq 2351, DHA major; meets DELM req of classroom****Instructor:** Chu, Sauman !!Outstanding Achievement Award!!**Description:** This course will build on previously learned graphic design principles. Students will learn to apply representation of abstract ideas in the form of symbols for the purpose of building identity. The class will focus on the understanding and application of visual identity through a systems approach to design with application to various printed collateral. This course will prepare students to design a symbol, a logotype, stationary system, and additional collateral applications, keeping the identity consistent and intact throughout the process. Design concepts such as Gestalt, figure-ground and contrast within the structure of the grid to aid organization from piece to piece and within the whole of each separate piece will be included. A continued investigation of typography and its application will be studied. Students who enroll in this course are required to have completed DHA 2351 as prerequisite and must be admitted to the Graphic Design program.**Class time:** 10% lecture, 20% Discussion, 70% studio time**Work load:** design projects**Grade:** 10% in-class presentations, 10% class participation, 70% problem solving, 10% Journal**DHA 4162 History of Interiors and Furnishings: 1750 to Present****(Sec 001); 4 cr; A-F only; prereq 4161 or instr consent; meets CLE req of International Perspect Theme; meets DELM req of classroom****Instructor:** Hadjiyanni, Tasoulla**Description:** This course is a survey of the furniture and domestic interiors of Europe and America between 1750 and the present day, with an emphasis on the evolution of style. Although the focus of this course will be primarily upon furniture, information about architecture, interior wall and floor coverings window treatments and soft furnishings will be included where possible.**Class time:** 80% lecture, 20% presentations**Work load:** 40 pages of reading per week, 20 pages of writing per semester, 6 exams, 1 papers**Grade:** 60% mid-semester exam(s), 15% final exam, 10% written reports/papers, 15% special projects**Exam format:** identification of images**DHA 3352 Graphic Design II: Identity and Symbols****(Sec 002); 3 cr; A-F only; prereq 2351, DHA major; meets DELM req of classroom****Instructor:** STAFF**Description:** This course will build on previously learned graphic design principles including a continued investigation of typography and its application. Students will explore the representation of abstract ideas in the form of symbols for the purpose of building identity. The class will focus on the development of visual identity through a systems approach to design with application to various printed collateral. This course will prepare students to design a symbol, a logotype, stationary system and collateral products, keeping the identity consistent and intact throughout the process. Students will apply gestalt design principles, figure-ground relationships, and contrast within the structure of the grid to aid organization from piece to piece and within the whole.**DHA 4196 Internship in DHA****(Sec 001, 020-024); 1-4 cr; max crs 4, 1 repeat allowed; S-N only; prereq Completion of at least one-half of professional sequence, plan submitted and approved in advance by adviser and internship supervisor, written consent of faculty supervisor, instr. consent; meets DELM req of classroom****Instructor:** STAFF**Description:****DHA 4340 Woven, Knit, and Non-Woven Fiber Design****Workshop****(Sec 001); 4 cr; max crs 8; A-F only; meets DELM req of classroom****Instructor:** Deppe, Margaret Anne**Description:** Studio experience in development and production of woven, knit, and non-woven fiber projects with application to apparel and interior design. Students will explore multiple design and construction methods and complete several projects, including a portfolio of technique samples for future reference.**Class time:** 20% lecture, 80% studio**Work load:** 15 pages of writing per semester, 3-5 major projects**Grade:** 20% class participation, 80% projects**Exam format:** critique of semester's work

**DHA 4345 Advanced Typographic Design****(Sec 001); 4 cr; A-F only; prereq [2351, DHA major] or grad student or instr consent; meets DELM req of classroom****Instructor:** Waldron, Carol C

**Description:** Advanced Typographic Design is the continued -- and deeper -- exploration of the expressive visual communication through letterforms and words. Both the fundamental legibility of the invisible art and overt expression through type will be addressed. Students will apply fundamentals of design and typography to simple and complex communication objectives, exploring the expressive potential of varied typographic treatments through contrast, manipulation, arrangement, and juxtaposition. There will be a brief foray into the design of letterforms. Various typographic movements will be studied from both formal and historic perspectives. An extended typographic project will be completed. This class is intended for advanced graphic design majors.

**Class time:** 10% Discussion, 90% studio design projects and critique**Work load:** 4 major projects**Grade:** 100% studio design project and performance

**Grade:** 100% written reports/papers, 0% Or may be related to a project

**DHA 5196 Field Study: National/International****(Sec 001, 005, 008, 010, 015, 017, 020-024); 1-10 cr; max crs 10, 1 repeat allowed; A-F only; meets DELM req of classroom****Instructor:** STAFF

**Description:** Faculty directed field study in a national or international setting. Appropriate for graduates and undergraduates. See supervising faculty.

**Class time:** 100% Related to travel experience and instruction. Depends upon faculty supervising the course.**Work load:** Depends upon criteria for that particular experience.**Grade:** 100% Depends upon criteria for that particular experience**DHA 5215 Product Development: Softlines****(Sec 001); 4 cr; A-F only; prereq 2213 or clothing design major or retail merchandising major or grad student or instr consent ; credit will not be granted if credit received for: 4215; meets DELM req of classroom****Instructor:** LaBat, Karen Louise

**Description:** Use of product development process for softlines including apparel and other sewn products. Economics of quality, design for product effectiveness and reliability, quality specifications, conducting tests and interpreting results, inspection, acceptance sampling, and vendor relations. This course is intended for seniors in Clothing Design and Retail Merchandising and graduate students in apparel. The course combines, lectures, presentations by professionals in the quality assurance field, laboratory testing of textile products and materials, and a major product development from a quality assurance perspective.

**Class time:** 25% lecture, 25% Discussion, 25% Laboratory, 25% Team discussion and project**Work load:** 30 pages of reading per week, 50 pages of writing per semester, 2 exams, 1 papers, Major report; 1 major team product development project**Grade:** 10% mid-semester exam(s), 15% final exam, 25% special projects, 5% quizzes, 5% in-class presentations, 10% class participation, 20% lab work, 10% problem solving**Exam format:** Essay**DHA 4351 Design Process: Photography****(Sec 001); 3 cr; A-F only; prereq 1311, 1312, [DHA major or grad or pre-major]; meets DELM req of classroom****Instructor:** Martin, Peter Lynn

**Description:** This course focuses on the relationship between material design media and the design problem and its most effective solution. Students gain technical skills to take, develop, process, scan, and digitally print photographs. Students also develop design skills by exploring the expressive potential of photographic images, and address issues surrounding manipulation of photographs for design and personal expression. Projects include both image composition and research and analysis. This class is intended primarily for DHA majors who have completed design foundations coursework; students from other majors are welcome as space allows.

**Class time:** 10% Discussion, 90% studio design production and critique**Work load:** 5 pages of writing per semester, 4 or 5 design projects, exercises**Grade:** 10% written reports/papers, 90% design projects**DHA 4354 Graphic Design IV: Integrative Campaign****(Sec 001); 4 cr; A-F only; prereq 3353, DHA major; meets DELM req of classroom****Instructor:** STAFF

**Description:** This course will focus on a multi-faceted designed communication campaign involving substantial investigation and conceptual application. The project undertaken will be, in large part, developed by the individual student as a result of his/her research and specific interests. The multi-faceted character of the project will support a unified theme/concept/idea for an identified client that is aimed effectively at a specific market or interest group. The completed project will demonstrate the student's ability to maximally apply acquired knowledge, skill and understanding of design, including a high degree of thought and sophisticated creativity. The course will build on typographic, compositional and imaging skills that students have developed in earlier classes.

**Class time:** 30% lecture, 30% Discussion, 40% studio time**Work load:** 5 projects**Grade:** 25% class participation, 75% design project**DHA 5193 Directed Study in Design, Housing, and Apparel****(Sec 001, 020-024); 1-4 cr; max crs 4; A-F only; prereq instr consent ; meets DELM req of classroom****Instructor:** STAFF

**Description:** Directed study in design, housing and apparel. The topics, course content and readings are developed under the guidance of the supervising faculty member. Typically reserved for graduate students.

**Class time:** 100% Working with supervising faculty**Work load:** Depends upon numbers of credit**Dutch****205 Folwell Hall: 612/625-2080****Dtch 1002 Beginning Dutch****(Sec 001); Credit will not be granted if credit has been received for: DTCH 4002, DTCH 4002; 5 cr; prereq 1001; meets DELM req of classroom****Instructor:** Oosterhoff, Jenneke A !!Outstanding Service Award!!

**Description:** Welkom terug in Nederlands 1002. This is the second course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Dutch. Note: This is second semester beginning Dutch, so it is not a total beginner's course. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main book is the text book package of ?Code? volume 1. The book is accompanied by a cd-rom which is meant for independent work by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, and pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of new topics to be introduced includes: health, comparing school systems, the arts, finding a job, friends and family etc. Students should expect an average of 2 hours of outside preparation for each class session. See the description for Dtch 4002 for an option for qualified

students to register for this course for 2 credits instead of 5 credits.

**Class time:** 20% lecture, 80% Interactive exercises (inc. lab)

**Grade:** 10% mid-semester exam(s), 10% final exam, 40% quizzes, 20% class participation, 20% written homework

**Exam format:** Quizzes and essays

#### Dtch 1004 Intermediate Dutch

**(Sec 001); Credit will not be granted if credit has been received for: DTCH 4004, DTCH 4004; 5 cr; prereq 1003; meets DELM req of classroom**

**Instructor:** Oosterhoff, Jenneke A !!Outstanding Service Award!!

**Description:** This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dtch 1003 with special focus on the extension of speaking and writing skills (in preparation for the LPE and OPI). The main course book used in this class is the textbook and cd-rom package of Code, volume 2. This book is accompanied by audio materials which the instructor will use in class and you are expected to use at home. Class time will be devoted mostly to speaking and pre-writing activities. You will write 4 formal essays, each of which will be followed by a rewrite. In addition, you will read a Dutch novel and a number of short newspaper articles. The course includes a variety of supplementary materials on Dutch life and culture: video sections from Dutch TV, information from Dutch websites, Dutch film, etc. You should expect an average of three hours of outside preparation per class session. See the description for Dtch 4004 for an option for qualified students to register for this course for 2 credits instead of 5 credits.

**Class time:** 20% lecture, 80% pre-writing and interactive exercises

**Grade:** 10% mid-semester exam(s), 10% final exam, 30% quizzes, 20% class participation, 30% written assignments

**Exam format:** quizzes, essays

#### Dtch 3012 Conversation and Composition

**(Sec 001); 3 cr; prereq 3011; meets DELM req of classroom**

**Instructor:** Oosterhoff, Jenneke A !!Outstanding Service Award!!

**Description:** In an interview Renate Dorrestein, writer of one of the texts for this course, says: "We need stories in order to understand ourselves and the world around us, and to understand how difficult it is to be a human being. And how difficult it is to continue to be a decent human being when circumstances turn very indecent." The topic of this course is the family, or more precisely how unfortunate circumstances can destroy family relationships. Students will read six novels in Dutch, discuss these novels in class (in Dutch), and write an essay (in Dutch) on each novel. Selected Dutch movies in the context of the course topic will be screened as well.

**Class time:** 60% Discussion, 40% Writing exercises, essays, grammar review

**Work load:** 75-100 pages of reading per week, 12-15 pages of writing per semester, 6 papers

**Grade:** 40% written reports/papers, 30% in-class presentations, 30% class participation

**Exam format:** Essays

#### Dtch 3993 Directed Studies

**(Sec 001); 1-5 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

#### Dtch 4002 Beginning Dutch

**(Sec 001); Credit will not be granted if credit has been received for: DTCH 1002, DTCH 1002; 2 cr; prereq 1004 in another language or passing score on LPE or grad student;**

#### meets DELM req of classroom

**Instructor:** Oosterhoff, Jenneke A !!Outstanding Service Award!!

**Description:** Welkom terug in Nederlands 4002. This is the second course in the first-year language instruction sequence (4001-2), designed to develop a basic communicative proficiency in Dutch. Note: This is second semester beginning Dutch, so it is not a total beginner's course. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main book is the text book package of ?Code? volume 1. The book is accompanied by a cd-rom which is meant for independent work by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, and pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of new topics to be introduced includes: health, comparing school systems, the arts, finding a job, friends and family etc. Students should expect an average of 2 hours of outside preparation for each class session.

**Class time:** 20% lecture, 80% interactive exercises (incl lab)

**Grade:** 10% mid-semester exam(s), 10% final exam, 40% quizzes, 20% class participation, 20% written homework

**Exam format:** Quizzes and essays

#### Dtch 4004 Intermediate Dutch

**(Sec 001); Credit will not be granted if credit has been received for: DTCH 1004, DTCH 1004; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom**

**Instructor:** Oosterhoff, Jenneke A !!Outstanding Service Award!!

**Description:** This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dtch 4003 with special focus on the extension of speaking and writing skills (in preparation for the LPE and OPI). The main book for this course is the textbook and cd-rom package of Code, volume 2. This book is accompanied by audio materials which the instructor will use in class and you are expected to use at home. Class time will be devoted mostly to speaking and pre-writing activities. You will write 4 formal essays, each of which will be followed by a rewrite. In addition, you will read a Dutch novel and a number of short newspaper articles. The course includes a variety of supplementary materials on Dutch life and culture: video sections from Dutch TV, information from Dutch websites, Dutch film, etc. You should expect an average of three hours of outside preparation per class session.

**Class time:** 20% lecture, 80% pre-writing and interactive exercises

**Grade:** 10% mid-semester exam(s), 10% final exam, 30% quizzes, 20% class participation, 30% written assignments

**Exam format:** quizzes, essays

#### Dtch 5993 Directed Studies

**(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

## East Asian Studies

214 Social Sciences Tower: 612/624-9007

#### EAS 3013 Introduction to East Asian Art

**(Sec 001); Credit will not be granted if credit has been received for: ARTH 3013, EAS 3013, ARTH 3013, ARTH 3013;**

**3 cr; meets DELM req of classroom****Instructor:** Poor, Robert John

**Description:** This course will examine a representative selection of the art produced in China, Korea, and Japan from the Neolithic era down to Modern times. Art of every type and style, such as ancient jades and ritual bronze vessels, Buddhist sculpture and temple architecture, landscape paintings and gardens, and popular paintings and prints is included. We will employ archaeological and art historical techniques to situate these objects in their cultural setting while underlining their character as unique works of art. This course will be web enhanced and a teaching assistant will be available to assist you in the preparation of a short take-home museum assignment. This course is intended for undergraduates. No previous courses in art history are required.

**Class time:** 80% lecture, 20% Discussion**Work load:** 25 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers**Grade:** 33% mid-semester exam(s), 33% final exam, 33% written reports/papers**Exam format:** essay**Course URL:** <http://www.arthist.umn.edu/classes/AH3013/>**EAS 3468 Social Change in Modern China**

**(Sec 001); Credit will not be granted if credit has been received for: HIST 3468, EAS 3468, HIST 3468W, EAS 3468W, HIST 3468, HIST 3468, HIST 5468, HIST 5468; 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Wang, Liping

**Description:** This course explores major issues in modern Chinese society. It begins with the Opium War in 1840 and traces the relationship between anti-drug effort and state building to the 1990s. It examines the New Culture Movement in the 1920s and links it to the emergence of cosmopolitan culture, new women, and popular nationalism. It retells the story of the Great Leap Forward in the 1950s and uses it to analyze the increasing urban/rural gaps under the PRC. It also devotes considerable time to the importance of gender and ethnicity since the early 20th century. Students will achieve a good understanding of modern China through reading and discussing up-to-date scholarship on these above themes and issues. This course is for undergraduate students, both majors and non-majors.

**Class time:** 60% lecture, 40% Discussion**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 3 papers**Grade:** 80% written reports/papers, 20% class participation**EAS 3940 Topics in Asian History**

**(Sec 001); 3 cr; max crs 16, 16 repeats allowed; prereq Jr or sr or instr consent ; meets DELM req of classroom**

**Instructor:** Barraclough, Ruth

**Description:** This course traces Korean history over the last hundred years through an examination of popular culture. Taking key works of literature, cinema and television as our primary texts, we will examine the intersection of culture and politics at important moments in Korean history. Beginning with the publication of Korea's first modern novel (The Heartless) during the first decade of Japanese colonial rule, we will investigate the creation of a proletarian literature movement in the 1920s and 30s, Korea's civil war novels, banned film and literature from the 1960s and 1970s and the creation of a Cold War cultural aesthetic, dissident fiction in the 1980s, and the resurgence of the Korean film industry in a global market hungry for a new exoticism.

**Class time:** 40% lecture, 30% Closed Circuit TV, 30% Discussion**Work load:** 1 exams, 2 papers**Grade:** 30% final exam, 40% written reports/papers, 15% in-class presentations, 15% class participation**Exam format:** essay

## Ecology, Evolution, and Behavior

100 Ecology Building: 612/625-5700

**EEB 4134 Introduction to Ornithology**

**(Sec 001); 4 cr; prereq Biol 1001 or Biol 2012; meets DELM req of classroom**

**Instructor:** Zink, Robert Martin !!Dagley Distinguished Tchg Awd; Endowed Chair!!

**Description:** Birds constitute one of the better known groups of organisms. In this course, we will deal with many aspects of bird biology in a lecture, field, and laboratory setting. Students will learn to identify most species of birds occurring in Minnesota through examination of specimens in lab and through field identification in weekly walks around the St. Paul campus, plus local Saturday field trips. We will spend considerable time learning about ecology and behavior of birds, and students will gather data on the behavior of a common local species which will be pooled with observations of other class members. We will consider how the scientific study of birds can lead to better conservation practices. Course will be web-enhanced, but this is currently under construction. Target Audience: Upper-division undergraduates and graduate students.

**Class time:** 50% lecture, 50% Laboratory**Work load:** 25 pages of reading per week, 5 pages of writing per semester, 4 exams, 1 papers, Field identification of birds**Grade:** 20% mid-semester exam(s), 20% final exam, 60% lab work**Exam format:** multiple choice; essay**EEB 4329 Primate Ecology and Social Behavior**

**(Sec 001); 3 cr; A-F only; prereq Biol 1001 or Biol 1009 or Biol 3411 or Anth 1001 or instr consent; meets DELM req of classroom**

**Instructor:** Pusey, Anne Elizabeth

**Description:** An introduction to primate ecology and social behavior for upper level undergraduates and graduate students with a good background knowledge in evolutionary biology. Primates are used as a model system to explore basic questions in animal and human behavior including factors influencing sociality and group composition, mating systems, the prevalence of altruistic, cooperative and aggressive behavior, the strength of social bonds in different species, the evolution of intelligence and culture.

**Class time:** 70% lecture, 30% Discussion**Work load:** 30+ pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers, class powerpoint presentation**Exam format:** short answer, essay

## Economics

1035 Heller Hall: 612/625-6353

**Econ 1101 Principles of Microeconomics**

**(Sec 001, 017, 033, 036, 038, 040, 042, 044, 046, 048); 4 cr; prereq knowledge of plane geometry and advanced algebra; credit will not be granted if credit received for: 1104, 1111, ApEc 1101; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This is an introductory course in Economics. Topics covered include the behavior of consumers, firms, and markets in the domestic and world economy. Interdependencies in the global economy, and effects of global linkages on individual decisions.

**Class time:** 75% lecture, 25% in discussion section**Work load:** 3 exams**Econ 1102 Principles of Macroeconomics**

(Sec 001, 013, 025, 027, 029, 031, 033); 4 cr; prereq [1101 or equiv], knowledge of plane geometry and advanced algebra; credit will not be granted if credit received for: 1105, 1112, ApEc 1102; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This is an introductory course in Economics. It includes the study of macroeconomic indicators; the role of money; role of fiscal and monetary policy; international trade; interdependencies among nations.

**Class time:** 75% lecture, 25% discussion section

**Work load:** 3 exams

#### Econ 1102H Honors: Principles of Macroeconomics

(Sec 001, 003, 005); 4 cr; prereq [1111 or equiv], Math 1271, CSOM honors; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom; meets HON req of Honors

**Instructor:** STAFF

**Description:** This is an introductory course in Economics. It includes the study of macroeconomic indicators; the role of money; role of fiscal and monetary policy; international trade; interdependencies among nations.

**Class time:** 75% lecture, 25% discussion section

**Work load:** 3 exams

#### Econ 3101 Intermediate Microeconomics

(Sec 001-004); Credit will not be granted if credit has been received for: APEC 3001, ECON 3105, ECON 3105, ECON 3111, ECON 3101H; 4 cr; prereq 1101, 1102 or equiv, Math 1271 or equiv; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This is a required course for Economics majors, and is a prerequisite for most upper-division Economics courses. It essentially provides you with tools necessary to work with economic theory. Students should have completed Calculus I successfully PRIOR to taking this course. Students are NOT permitted to take Calc I concurrently. The course includes the study of consumer and producer behavior under competitive and monopolistic conditions; factors influencing production, price, and other decisions of the firm; applications of the theory.

**Class time:** 100% lecture

**Work load:** 3 exams

**Exam format:** problems, short essays

#### Econ 3102 Intermediate Macroeconomics

(Sec 001-004); Credit will not be granted if credit has been received for: APEC 3006, APEC 3006, APEC 3006, ECON 3112, ECON 3102H; 4 cr; prereq 3101 or equiv; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This is one of the two basic tool courses for Economics majors. The prerequisite is Econ 3101, which students must have completed successfully PRIOR to taking this course. Students are NOT permitted to take both concurrently, or take Econ 3102 prior to Econ 3101. The course includes determinants of national income, employment, and price level; effects of fiscal and monetary policies; with an emphasis on a general equilibrium approach. Economic growth is also discussed.

**Class time:** 100% lecture

**Work load:** 40-50 pages of reading per week, 3 exams

**Exam format:** Problems and short essays

#### Econ 3105 Managerial Economics

(Sec 001); Credit will not be granted if credit has been received for: APEC 3001, ECON 3101, ECON 3111, ECON 3101H; 4 cr; prereq 1101, [1102 or equiv], [Math 1271 or equiv]; not open to Econ majors; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This is for non-economics majors. Emphasis on producer behavior. Theory of the firm, managerial decision problems. Demand theory. Production technology and cost concepts. Pricing-output decisions under different market structures. Government regulation.

**Class time:** 95% lecture, 5% Discussion

**Work load:** 2 exams

#### Econ 3701 Money and Banking

(Sec 001); Credit will not be granted if credit has been received for: ECON 4721, ECON 4729, ECON 4721V, ECON 4721H; 3 cr; prereq 1101, 1102 or equiv; not open to Econ majors; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course is for non-majors in Economics. It includes an introduction to the history and role of financial institutions, the Federal Reserve system and banking, and monetary policy.

**Class time:** 100% lecture

**Work load:** 30-40 pages of reading per week, 2 exams

**Exam format:** Some problems and short essays

#### Econ 3951 Major Project Seminar

(Sec 001, 002); 2 cr; prereq 3101, 3102 or equiv, EngC 3027; meets DELM req of classroom

**Instructor:** STAFF

**Description:** A senior project is a requirement for the BA and BA-Q degrees in Economics. Students work with the instructor to produce a significant piece of written work in Economics. Criteria for the paper: to demonstrate critical thinking in Economics; collection and analysis of data; economic analysis and effective interpretation of results. Should be modeled as an economics journal article. Check the Undergraduate Handbook (web version or hard copy) on the four ways to satisfy this requirement.

**Class time:**

**Work load:** 1 papers

**Grade:** 100% written reports/papers

#### Econ 4100W Undergraduate Writing in Economics

(Sec 001); 1 cr; max crs 2; A-F only; prereq 3101, [concurrent enrollment in 4831 or concurrent enrollment in economics honors course], instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Students can sign up for this one-credit course if they are concurrently registered for an Economics Honors course or for Econ 4831. This will enable them to make the honors course writing intensive. Students receive the assignment from the instructor of the honors course. The Econ 4100W TA works with students to help them write the paper. Students turn in various iterations to the TA and receive feedback on every assignment. The final product is the completed paper.

**Work load:** 1 papers

**Grade:** 100% written reports/papers

#### Econ 4113 Introduction to Mathematical Economics

(Sec 001); 4 cr; prereq 3101, 3102 or equiv, Math 1271-1272-2243 or equiv; meets DELM req of classroom

**Instructor:** STAFF

**Description:** The course includes the central mathematical techniques used in the mathematical approach to economic analysis. Includes optimization with constraints, emphasizing the approach derived from multivariate calculus.

**Class time:** 95% lecture, 5% Discussion

**Work load:** 2 exams

#### Econ 4171 History of Economic Thought

(Sec 001); 3 cr; prereq 3101, 3102 or equiv; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Covers history of economic thought - includes the Mercantilist and Physiocratic doctrines, Adam Smith, Ricardo,

Malthus, Marx, Keynes, and modern theory. Some additional topics at the discretion of the instructor.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 2 exams

**Exam format:** essays

#### **Econ 4261 Introduction to Econometrics**

**(Sec 001); 4 cr; A-F only; prereq [3101 or equiv], [[Math 1271, Math 1272] or equiv], Math 2243, Math 2263, [[Stat 4101, Stat 4102] or [Stat 5101, Stat 5102]]; Math 4242 strongly recommended; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This is a required course for Economics B.S. majors. Students must have completed all prerequisites successfully PRIOR to taking this course. The course includes the basic linear regression model, time series analysis, panel data, discrete choice models. Computer applications (normally GAUSS is used).

**Class time:** 75% lecture, 25% Recitation discussion

**Work load:** 40-50 pages of reading per week, 2 exams

**Exam format:** problems

#### **Econ 4311 Economy of Latin America**

**(Sec 001); 3 cr; prereq [1101, 1102] or equiv; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Economic evolution in Latin America since the 1950s. Development, growth, trade, liberalization, poverty, inflation, budgets, other important issues in the Latin American economies.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 2 exams, 1 papers

**Exam format:** essays

#### **Econ 4315 The Japanese Economy**

**(Sec 001); 3 cr; prereq 1101, 1102 or equiv; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Economic development of Japan. Issues covered include trade, development, growth, population, capital formation, international economic relations, agricultural and industrial policies, role of government, and current issues.

**Class time:** 95% lecture, 5% Discussion

**Work load:** 2 exams, 1 papers

#### **Econ 4331W Economic Development**

**(Sec 001); Credit will not be granted if credit has been received for: ECON 4301, ECON 4301W, ECON 4301; 3 cr; prereq 3101, 3102 or equiv; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Econ 4331W is a writing intensive course, and students need at least a C in the paper to pass the course. Economic growth and development - indicators, evidence in low and high income countries. Growth theory. Resource allocation.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 2 exams, 1 papers

#### **Econ 4337 Comparative Economic Systems**

**(Sec 001); Credit will not be granted if credit has been received for: ECON 4307; 3 cr; prereq 3101, 3102 or equiv; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Study of various economic systems, functions and comparisons. Post-socialist transitions in Eastern Europe, Russia, Asia, and China. Economic reforms. Case studies of various countries.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 35-50 pages of reading per week, 2 exams, May require a short paper

**Exam format:** essay, short problems

#### **Econ 4401 International Economics**

**(Sec 001); 3 cr; prereq [[1101, 1102] or equiv], not open to econ majors; meets CLE req of Writing Intensive; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Not for Economics majors. Includes material on international trade and international finance. Theories of trade, trade restrictions, commercial policy. Exchange rates, international monetary systems.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 30-40 pages of reading per week, 2 exams, may require a short paper or presentation

**Exam format:** problems, short essays

#### **Econ 4431V Honors Course: International Trade**

**(Sec 001); 4 cr; prereq [[3101, 3102] or equiv], Math 1271; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Offered mainly for Economics majors. The course studies international trade including trade theories, trade and growth, trade restrictions, regional trading blocs, protection, and regional integration. This is a writing intensive course, and students need at least a C in the paper to pass the course. Main emphasis on trade theories. URL address will be available later.

**Class time:** 95% lecture, 5% Discussion

**Work load:** 30-50 pages of reading per week, 40-50 pages of writing per semester, 2 exams, 1 papers

#### **Econ 4432W International Finance**

**(Sec 001); 3 cr; prereq 3101, 3102 or equiv; 4431 or 4439 or equiv recommended; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Balance of payments, international financial markets, exchange rates, international monetary systems, international investment and capital flows, open economy macroeconomic policy.

**Class time:** 95% lecture, 5% Discussion

**Work load:** 2 exams

#### **Econ 4621H Honors Course: Urban Economics**

**(Sec 001); 4 cr; prereq 3101 or equiv; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Economics of urbanization. Location of economic activity and of cities. Urban economic problems and policies.

**Work load:** 50-60 pages of reading per week, 2 exams

#### **Econ 4631 Industrial Organization and Antitrust Policy**

**(Sec 001); Credit will not be granted if credit has been received for: ECON 4639, ECON 4631V, ECON 4631H, ECON 3601; 3 cr; prereq 3101 or equiv; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Relations between market structure, economic efficiency and welfare. Economic origins of market imperfections - monopoly and other restraints on competition. Purpose of antitrust and related legislation and effects. Industrial policy. Some case studies. This course is sometimes offered concurrently with Econ 3601.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 35-50 pages of reading per week, 2 exams

**Exam format:** problems and short essays

#### **Econ 4721 Money and Banking**

**(Sec 001); Credit will not be granted if credit has been received for: ECON 3701, ECON 3701, ECON 3701, ECON 3701, ECON 4729, ECON 4721V, ECON 4721H; 3 cr; prereq**

**3101 or equiv; meets DELM req of classroom****Instructor:** STAFF**Description:** Theories of money demand and money supply. Financial intermediation, banking, nonbank financial institutions, bank regulation. Role of the Federal Reserve System. Monetary policy.**Class time:** 95% lecture, 5% Discussion**Work load:** 30-40 pages of reading per week, 2 exams**Econ 4721H Honors Course: Money and Banking****(Sec 001); Credit will not be granted if credit has been received for: ECON 3701, ECON 3701, ECON 3701, ECON 3701, ECON 4721; 4 cr; prereq [3101 or equiv]; Math 1271; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors****Instructor:** STAFF**Description:** Theories of money demand and money supply. Financial intermediation, banking, nonbank financial institutions, bank regulation. Role of the Federal Reserve System. Monetary policy.**Class time:** 95% lecture, 5% Discussion**Work load:** 2 exams**Econ 4731H Honors Course: Macroeconomic Policy****(Sec 001); 4 cr; prereq [[3101, 3102] or equiv], Math 1271, honors; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors****Instructor:** STAFF**Description:** The emphasis of this course is on Macroeconomic Policy, studied in a quantitatively rigorous way. We begin by reviewing the household consumption and leisure choice, and the market-clearing model. We then study inflation, unemployment, growth, taxation, government debt, and monetary policy and fiscal policy. This honors section will analyze the topics more in-depth than the corresponding regular section and will require a couple of extra readings.**Class time:** 95% lecture, 5% Discussion**Work load:** 20 pages of reading per week, 2 exams**Grade:** 45% mid-semester exam(s), 45% final exam, 10% problem solving**Exam format:** questions, essays**Course URL:**<http://www.econ.umn.edu/~nardi/teaching/teaching.html>**Econ 4741H Honors: Quantitative Analysis of the Macroeconomy****(Sec 001); 4 cr; prereq [[3101, 3102] or equiv], [Stat 3011 or equiv]; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors****Instructor:** STAFF**Description:** Development/calibration of growth model. Effects of policies on output, employment, and other aggregate variables. Documentation of business cycle facts. Estimation of business cycles' costs. Real business theory. Prediction of business cycle facts. Money in the augmented model.**Class time:** 95% lecture, 5% Discussion**Work load:** 35-50 pages of reading per week, 2 exams**Exam format:** problems, short essays**Econ 4751 Financial Economics****(Sec 001); Credit will not be granted if credit has been received for: ECON 4759, ECON 4751H; 3 cr; prereq 3101 or equiv, Math 1271 or equiv, 1 sem statistics; meets DELM req of classroom****Instructor:** STAFF**Description:** Financial decisions of firms and investors. Determination of interest rates and asset prices. Role of risk and uncertainty. Emphasis on economic models rather than details of financial institutions.**Class time:** 95% lecture, 5% Discussion**Work load:** 30-40 pages of reading per week, 2 exams**Exam format:** problems**Econ 4831 Cost-Benefit Analysis****(Sec 001); Credit will not be granted if credit has been received for: ECON 4619, ECON 4611V, ECON 4611H; 3 cr; prereq 3101 or equiv; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** STAFF**Description:** Principles for evaluating benefits and costs of public projects or programs. Issues concerned with definition of benefits and costs. Rate of return, rate of discount. Market imperfections, risk, and uncertainty. Case studies.**Class time:** 95% lecture, 5% Discussion**Work load:** 40-55 pages of reading per week, ~5-10 pages of writing per semester, 2 exams, may include student presentations**Exam format:** Essay; problem solving**Econ 4993 Directed Study****(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq For honors thesis, instr consent ; meets DELM req of classroom****Instructor:** STAFF**Description:** This is for economics honors theses only.**Education and Human Development****110 Wulling Hall: 612/625-6501****EdHD 5001 Learning, Cognition, and Assessment****(Sec 001); Credit will not be granted if credit has been received for: EPSY 3119, EPSY 3119; 3 cr; prereq MED/initial licensure student or CLA music ed or preteaching major or instr consent; psych course recommended; meets DELM req of classroom****Instructor:** Samuels, S Jay !!Educ Distinguished Tchng Awd!!**Description:** The purpose of this course is to help pre-service teachers learn how to use psychology to improve all aspects of instruction.**Class time:** 50% lecture, 50% Discussion**Work load:** 75 pages of reading per week**Grade:** 33% mid-semester exam(s), 33% final exam, 33% special projects**Exam format:** Multiple choice**Educational Policy and Administration****330 Wulling Hall: 612/624-1006****EdPA 4303W Leadership for Global Citizenship****(Sec 001); Credit will not be granted if credit has been received for: PA 4961, PA 4961W, PA 4961W, PA 4961W, PA 4961W, PA 4961W; 3 cr; A-F only; prereq [3402 or PA 3971]; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Atwood, Susan J**Description:** This course, the capstone academic experience in the Undergraduate Leadership Minor sequence, is designed to focus student learning that has been developed in earlier leadership courses. Leadership theory, community building, social change, and interdisciplinary approaches to complex global issues will be the main components in this course. Students will be expected to demonstrate skill in analysis of pertinent literature, write with purpose and clarity, appreciate intense internships, and lead thoughtful group study. In this course, students will finalize portfolios and submit other scholarly products to demonstrate a mature understanding of personal and positional leadership in a changing global context.**EdPA 5001 Formal Organizations in Education****(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Brunner, C Cryss

**Description:** Classical/current theories of organizations. Applications to education and related fields.

**Description:** Internship in elementary, secondary, general, or postsecondary administration, or other approved field-related setting.

**EdPA 5041 Sociology of Education**

**(Sec 001); Credit will not be granted if credit has been received for: SOC 5455, SOC 5455; 3 cr; meets DELM req of classroom**

**Instructor:** Seashore, Karen Rose

**Description:** Structures and processes within educational institutions; linkages between educational organizations and their social contexts, particularly related to educational change.

**Class time:** 40% lecture, 40% Discussion, 20% Student presentations, role plays, movie clips, etc.

**Work load:** 50 pages of reading per week, 15-20 pages of writing per semester, 2 papers

**Grade:** 50% written reports/papers, 10% in-class presentations, 30% class participation, 10% on-line discussions

**EdPA 5102 Knowledge Formats and Applications: International Development Education Con**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Harkins, Arthur M !!CCE Distinguished Tchg Award!!

**Description:** Knowledge Formats and Applications describes and explains the growing presence of knowledge as a resource in the multi-institutional global economy. Knowledge is defined as the means by which information resources are transformed into valuable products and services. First identified by Peter Drucker over thirty years ago, knowledge workers are now 40% of the U.S. workforce and growing. Knowledge mining and refining, innovation, management and application are covered, together with the role of telecomputing in supporting these interrelated functions. Students' papers utilize course resources to explore potential applications of knowledge systems and workers at selected points within the global framework. The class is Web CT-supported

**Class time:** 40% lecture, 30% Discussion, 20% student reports  
**Work load:** 100 pages of reading per week for the first eight weeks; one paper developed on a weekly basis; no exams

**Grade:** 40% written reports/papers, 30% class participation, 30% paper-support portfolio

**EdPA 5061 Ethnographic Research Methods**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Dejaeghere, Joan GERALYN

**Description:** Practice in aspects of field methodology below the level of full field study; detailed reading; analysis of studies in anthropology and education for methodological content.

**EdPA 5080 Special Topics: Educational Policy and Administration**

**(Sec 032); 3 cr; max crs 24, 24 repeats allowed; meets DELM req of classroom**

**Instructor:** Krueger, Richard A

**Description:** Topic: Conducting Focus Groups. This workshop provides participants with an in-depth opportunity to develop the skills needed to conduct focus group interviews. Students will be expected to conduct a focus group study and report results for the final class session.

**EdPA 5121 Educational Reform in International Context**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Chapman, David W

**Description:** Critical policy analysis of educational innovation and reform in selected countries. Use theoretical perspectives and a variety of policy analysis approaches to examine actual educational reforms and their implementation.

**EdPA 5080 Special Topics: Educational Policy and Administration**

**(Sec 041); 2 cr; max crs 24, 24 repeats allowed; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Examination of access to higher education, with particular emphasis on educational policy that impacts students' postsecondary destinations and eventual success.

**EdPA 5124 Critical Issues in International Education and Educational Exchange**

**(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Dejaeghere, Joan GERALYN

**Description:** Analysis of comprehensive policy-oriented frameworks for international education; practices of U.S. and other universities; conceptual development of international education and its practical application to programs, to employment choices, and to pedagogy.

**EdPA 5087 Seminar: Educational Policy and Administration**

**(Sec 001, 090); 1-3 cr; max crs 24, 24 repeats allowed; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Shared responsibility of students/instructor in presentation of topics.

**EdPA 5132 Intercultural Education and Training: Theory and Application**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Paige, R Michael

**Description:** Examination of intercultural education; formal and nonformal education programs intended to teach about cultural diversity, promote intercultural communication and interaction skills, and teach students from diverse background more effectively.

**EdPA 5095 Problems: Educational Policy and Administration**

**(Sec 030); 3 cr; max crs 24, 24 repeats allowed; meets DELM req of classroom**

**Instructor:** Johnson, David Richard !!Emma Birkmaier Educ Lead Prof!!

**Description:** Certificate in Disability Policy and Services.

**EdPA 5142 Global Youth Policy and Leadership: Strategic Projections, Visions, and Alt**

**(Sec 001); 3 cr; A-F only; prereq CIDE student or instr consent ; meets DELM req of computer based; meets DELM req of classroom**

**Instructor:** Harkins, Arthur M !!CCE Distinguished Tchg Award!!

**Description:** Address strategic trends in global youth development, including positive/negative implications. Attention to reconciling positive/negative trends with normative scenarios with respect to presence, absence, and projected likelihood of suitable policies, workable collaborations, and funding.

**EdPA 5095 Problems: Educational Policy and Administration**

**(Sec 001); 1-3 cr; max crs 24, 24 repeats allowed; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Course or independent study on specific topic within department program emphasis.

**EdPA 5302 Educational Policy: Context, Inquiry, and Issues**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Review of social science concepts/research in

**EdPA 5096 Internship: Educational Policy and Administration**

**(Sec 001); 1-9 cr; max crs 24, 24 repeats allowed; meets DELM req of classroom**

**Instructor:** STAFF

considering educational policies/issues; process of inquiry that affect policy development, implementation, evaluation. Focus on preK-12. Role of educational leaders, administrators.

**EdPA 5307 School Management and Technology (Sec 001); 1 cr; prereq Broadband Internet access, a newer computer; meets DELM req of classroom**  
**Instructor:** McLeod, Scott

**Description:** Addresses the various organizational and management issues that are impacted by information technology. Particular attention to hardware, software, and database technologies designed to facilitate the management and operations of school organizations.

**EdPA 5310 Data-Driven Decision Making I (Sec 001); 1 cr; prereq Broadband Internet access, a newer computer; meets DELM req of classroom**  
**Instructor:** McLeod, Scott

**Description:** Addresses the data-driven decision-making needs of schools and administrators. Particular attention to data collection and analysis needs of educational organizations and the use of appropriate software and databases to collect, manage, analyze, and report school information.

**EdPA 5315 School Technology Leadership Multimedia Project (Sec 001); 1 cr; prereq [[Mac or PC] with 256 MB RAM, [Windows NT 2000 or XP or Mac OS 9 or 10], Pentium [2 or faster], internet connection, [Netscape or Internet Explorer], virus protection software, School Technology Leadership] or instr consent; meets DELM req of classroom**  
**Instructor:** McLeod, Scott

**Description:** Students focus on individualized school technology leadership topic of choice and deliver a multimedia presentation of project results. Regular consultation with faculty, peer mentors, and outside mentors.

**EdPA 5356 Disability Policy and Services (Sec 001); 3 cr; meets DELM req of classroom**  
**Instructor:** Johnson, David Richard !!Emma Birkmaier Educ Lead Prof!!

**Description:** This course provides a broad overview of disability policy and services and introduces students to philosophical approaches to service provision, historical development and context of community services for persons with disabilities, and contemporary approaches to providing services to people with disabilities throughout the life cycle. Researchers and professionals from the University of MN and community will offer information and best practical examples of service delivery approaches. Lecture, discussion and presentation by students are the primary focus of methods.

**Class time:** 50% lecture, 50% Discussion  
**Work load:** 30 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers  
**Grade:** 35% final exam, 20% written reports/papers, 40% special projects, 5% class participation  
**Exam format:** Essay

**EdPA 5381 The Search for Children and Youth Policy in the U.S. (Sec 001); 3 cr; meets DELM req of classroom**  
**Instructor:** Schneider, Byron J

**Description:** Review of contemporary policy issues affecting children and youth in the U.S. and South Africa; identify national standards, norms and principles of youth development; conflicting expectations facing policy-makers; and search for the critical content of youth policy.

**EdPA 5501 Principles and Methods of Evaluation (Sec 001, 002); Credit will not be granted if credit has been received for: EPSY 5243, EPSY 5243; 3 cr; meets DELM req of classroom**  
**Instructor:** STAFF

**Description:** Introduction to program evaluation. Planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

**Class time:** 25% lecture, 75% Discussion  
**Work load:** 50 pages of reading per week, 25 pages of writing per semester, 3 exams, 4 papers  
**Grade:** 15% final exam, 50% written reports/papers, 10% quizzes, 5% class participation  
**Exam format:** Short-answer items, essay

**EdPA 5704 College Students Today (Sec 001); Credit will not be granted if credit has been received for: EPSY 5451, EPSY 5451, EPSY 5451, EPSY 5451; 3 cr; meets DELM req of classroom**  
**Instructor:** Hendel, Darwin Dale

**Description:** Issues involving population of students in colleges/universities. College student development theory, students' expectations/interests. How college affects student outcomes. Role of curricular/extracurricular activities. Student-faculty interaction.

## Educational Psychology

*206 Burton Hall: 612/624-6083*

**EPsy 3111W Introduction to Critical Thinking (Sec 001); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** Ediger, Kari-Ann M.

**Description:** This course is intended to serve undergraduates interested in critical thinking. Critical thinking is often associated with rational thinking and objective thinking by psychologists and philosophers. This course will feature an examination of basic elements of critical thinking along with applications to the analysis of prominent controversies. The students will canvass a contemporary text on critical thinking selected by the instructor such as *Asking the Right Questions* by Browne and Keeley and several newspaper editorials and well-composed essays on important contemporary issues from journals such as *Harper's* and *The Atlantic Monthly*. This course will emphasize writing and class presentations in the evaluation of student performance. Each student will prepare brief critical reviews of several editorials and a 5-page review of one essay, with the editorials and essay being selected by the student. Students will be evaluated on the basis of their class presentations, class participation, and writing assignments. Each student will receive corrective feedback on a draft of at least one editorial review prior to the completion of that writing assignment. Each student will also write a concise final reflection paper and a peer assessment of a draft of an essay review of a fellow student. It is anticipated that students completing this course will improve their critical thinking skills and writing skills and enhance their understanding of critical thinking.

**Class time:** 20% lecture, 40% Discussion, 40% presentations  
**Work load:** 15 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers  
**Grade:** 10% final exam, 60% written reports/papers, 20% in-class presentations, 10% class participation  
**Exam format:** A final essay of course reflection will take the place of a final examination.

**EPsy 3119 Learning, Cognition, and Assessment (Sec 001); Credit will not be granted if credit has been received for: EDHD 5001, EDHD 5001; 3 cr; A-F only; meets CLE req of Social Science Core; meets DELM req of classroom**  
**Instructor:** Samuels, S Jay !!Educ Distinguished Tchgr Awd!!

**Description:** The purpose of this course is to help pre-service teachers learn how to use psychology to improve all aspects of instruction.  
**Class time:** 50% lecture, 50% Discussion

**Work load:** 75 pages of reading per week  
**Grade:** 33% mid-semester exam(s), 33% final exam, 33% special projects  
**Exam format:** Multiple choice

assignments, small-group assignments  
**Grade:** 46% written reports/papers, 23% quizzes, 17% class participation, 14% problem solving  
**Exam format:** short-answer, multiple-choice

#### EPsy 3264 Basic and Applied Statistics

(Sec 002); Credit will not be granted if credit has been received for: EPSY 5231, EPSY 5231, EPSY 5231, EPSY 5231, EPSY 5261, EPSY 5261, EPSY 5261, EPSY 5261; 3 cr; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

**Instructor:** Dupuis, Danielle N

**Description:** This course is designed to provide an overview of introductory statistics. This class is intended for undergraduate students who have completed a high school algebra course, but have not previously studied statistics. The topics to be covered in this course include sampling methods, experimental design, data exploration (e.g., using graphical and numerical summaries), data modeling and simulation, normal distributions, sampling distributions, methods of statistical inference (estimation and testing), correlation, and simple linear regression. Upon completion of this introductory course, students should be able to: (1) think critically about statistics used in magazines, newspapers, and journal articles, (2) reason about data and (3) apply the knowledge gained in the course to begin to answer simple research questions using empirical data. Students are expected to keep up with all required readings and assignments, as well as to be active participants in the course. Active participation includes asking and answering questions in discussion groups. It is also expected that all students have a basic understanding of computer use (e.g., e-mail, web browsers, word-processing software, etc.).

**Class time:** 10% lecture, 60% Discussion, 30% Independent and small-group learning activities

**Work load:** 10 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, 5 Homework Assignments

**Grade:** 22% mid-semester exam(s), 22% final exam, 17% written reports/papers, 17% quizzes, 22% Homework

**Exam format:** Short-Answer, Multiple-Choice

#### EPsy 3264 Basic and Applied Statistics

(Sec 003, 005); Credit will not be granted if credit has been received for: EPSY 5231, EPSY 5231, EPSY 5231, EPSY 5231, EPSY 5261, EPSY 5261, EPSY 5261, EPSY 5261; 3 cr; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

**Instructor:** Roseth, Cary J

**Description:** This course is designed to provide an overview of introductory statistics. This class is intended for undergraduate students who have completed a high school algebra course, but have not previously studied statistics. The topics to be covered in this course include sampling methods, experimental design, data exploration (e.g., using graphical and numerical summaries), data modeling and simulation, normal distributions, sampling distributions, methods of statistical inference (estimation and testing), correlation, and simple linear regression. Upon completion of this introductory course, students should be able to: (1) think critically about statistics used in magazines, newspapers, and journal articles, (2) reason about data and (3) apply the knowledge gained in the course to begin to answer simple research questions using empirical data. Students are expected to keep up with all required readings and assignments, as well as to be active participants in the course. Active participation includes asking and answering questions in discussion groups. It is also expected that all students have a basic understanding of computer use (e.g., e-mail, web browsers, word-processing software, etc.).

**Class time:** 10% lecture, 60% Discussion, 30% Independent and small-group learning activities

**Work load:** 10 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, 5 Homework Assignments

**Grade:** 22% mid-semester exam(s), 22% final exam, 17% written reports/papers, 17% quizzes, 22% Homework

**Exam format:** Short-Answer, Multiple-Choice

**Course URL:** <http://www.tc.umn.edu/~zief0002/3264.htm>

#### EPsy 3264 Basic and Applied Statistics

(Sec 004, 006); Credit will not be granted if credit has been received for: EPSY 5231, EPSY 5231, EPSY 5231, EPSY 5231, EPSY 5261, EPSY 5261, EPSY 5261, EPSY 5261; 3 cr; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

**Instructor:** Everson, Michelle G

**Description:** This course is designed to provide an overview of introductory statistics. The topics to be covered in this course include graphing techniques, measures of center and spread, normal distributions, correlation, simple linear regression, sampling methods, experimental design, sampling distributions, and methods of statistical estimation and inference. Upon completion of this introductory course, students should be able to: (1) think critically about statistics used in popular magazines, newspapers, and journal articles, (2) apply the knowledge gained in the course to analyze simple statistics used in research, and (3) design a research study, use a statistical software package to analyze the data generated from this research study, and appropriately report the conclusions of this research study. Because this version of EPSY 3264 will be conducted entirely online, it is important for all students to keep up with required readings and assignments. Students are also expected to be active participants in this course. Active participation includes asking and answering questions in assigned discussion groups, posting responses to assignments and discussion questions in discussion groups, and responding to the messages posted by other members of the class. Because this is a web-based course, it is expected that all students have internet access and a basic understanding of computer use (e.g., e-mail, web browsers, word-processing software).

**Class time:** 10% lecture, 60% Discussion, 30% Independent learning activities

**Work load:** 30 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, weekly homework

#### EPsy 3264 Basic and Applied Statistics

(Sec 001); Credit will not be granted if credit has been received for: EPSY 5231, EPSY 5231, EPSY 5231, EPSY 5231, EPSY 5261, EPSY 5261, EPSY 5261, EPSY 5261; 3 cr; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

**Instructor:** Zieffler, Andrew S

**Description:** This course is designed to provide an overview of introductory statistics. This class is intended for undergraduate students who have completed a high school algebra course, but have not previously studied statistics. The topics to be covered in this course include sampling methods, experimental design, data exploration (e.g., using graphical and numerical summaries), data modeling and simulation, normal distributions, sampling distributions, methods of statistical inference (estimation and testing), correlation, and simple linear regression. Upon completion of this introductory course, students should be able to: (1) think critically about statistics used in magazines, newspapers, and journal articles, (2) reason about data and (3) apply the knowledge gained in the course to begin to answer simple research questions using empirical data. Students are expected to keep up with all required readings and assignments, as well as to be active participants in the course. Active participation includes asking and answering questions in discussion groups. It is also expected that all students have a basic understanding of computer use (e.g., e-mail, web browsers, word-processing software, etc.).

**Class time:** 10% lecture, 30% Discussion, 60% Independent and small-group learning activities

**Work load:** 10 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, 5 Homework Assignments

**Grade:** 22% mid-semester exam(s), 22% final exam, 17% written reports/papers, 17% quizzes, 22% Homework

**Exam format:** Short-Answer, Multiple-Choice

**Course URL:** <http://www.tc.umn.edu/~zief0002/3264.htm>

**EPsy 3300 Special Topics in Educational Psychology:  
Introduction to Educational Psychology  
(Sec 001); 3 cr; max crs 9, 9 repeats allowed; meets DELM  
req of classroom**

**Instructor:** Gustafson, Mary

**Description:** This course provides undergraduates with an overview of the history, current work, and future promise of educational psychology. In addition to discussing contemporary theories of the psychology of learning and teaching, students have opportunities examine and clarify their personal beliefs about education. A prime focus is on the practical application of theories and empirical research in classrooms.

**EPsy 5101 Intelligence and Creativity  
(Sec 001); 3 cr; A-F only; meets DELM req of internet  
delivered**

**Instructor:** Bart, William M !!Educ Distinguished Tchg Awd!!

**Description:** This course is intended to serve students (graduate, undergraduate, and adult special) interested in intelligence and creativity. The course will feature an examination of theories of intelligence and creativity and perspectives on the assessment and development of intelligence and creativity. Implications for educational practices, psychological research, and the professions and disciplines will also be studied. Attention will be provided to the role of interventions intended to enhance intellectual abilities and creativity and to relevant brain research on creativity and intelligence. The primary readings for the course will be one contemporary paperback text on creativity and one contemporary paperback text on human intelligence. This course will emphasize writing in the evaluation of student performance. The midsemester and final examinations will consist of short answer essay questions. Students will learn prior to the examinations the essay questions to be used in them. Each student will complete brief reviews of ten text chapters and critical reviews of one scholarly article, with both text chapters and articles to be selected by the student. Each student will receive corrective feedback on a draft of a portion of the term paper prior to the completion of the term paper assignment. Each student will also make a class presentation on one of the scholarly articles. The course will be "Web Enhanced."

**Class time:** 40% lecture, 30% Discussion, 30% presentations; web enhanced course (URL not yet available)

**Work load:** 25 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 10% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% in-class presentations, 10% class participation

**Exam format:** short essay

**EPsy 5112 Knowing, Learning, and Thinking  
(Sec 001); 4 cr; A-F only; meets DELM req of classroom**

**Instructor:** Tennyson, Robert D

**Description:** This course provides an introduction to the theory and practice of psychology in regards to the concepts of knowing, learning, and thinking. The overriding theme is the influence of psychological theories dealing with human cognition, with a focus on both historical and contemporary views and issues. The goal is to help the student acquire knowledge of learning theories and their applications. Objectives To acquire knowledge of educational foundations in learning philosophies and theories. Including the major theories of behaviorism, cognitive psychology, and constructivism. To develop an understanding of the application of learning theory to improvements in learning. To apply learning philosophy and theory to a self-defined learning environment. Requirements 1. Student Worksheets. To help students in applying information learned in an instructional sessions, student worksheets will be done directly during class. 15% of the final grade. 2. Statement of Learning Philosophy and Theory. The second is a written statement that includes both your philosophy of learning and theory of learning. Each student will make a presentation of his

or her report during the last week of class. 30% of the final grade.3. Selected Key Persons and Concepts. Preparation of a written definition of selected key persons and concepts in educational psychology. Students will present the concepts to the class with accompanying examples. 20% of final grade.

**Class time:** 40% lecture, 30% Discussion, 30% student presentations

**Work load:** 50 pages of reading per week, 25 pages of writing per semester, 1 exams, 1 papers, Textbook: Ormrod, J. E. (1999). Human learning. New York: Prentice-Hall.

**Grade:** 20% final exam, 30% written reports/papers, 15% special projects, 15% in-class presentations, 20% problem solving

**Exam format:** The final is a two-part examination: an oral presentation of his or her learning philosophy/theory. 15% of the final grade; a written exam of Key Persons and Key Concepts. 20% of the grade.

**EPsy 5114 Psychology of Student Learning  
(Sec 001); 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Bart, William M !!Educ Distinguished Tchg Awd!!

**Description:** This course is intended to serve advanced undergraduates and graduate students interested in the psychology of student learning. This course will feature discussion of topics such as learning, cognition, thinking skills, motivation, and instructional strategies. The students will canvass a contemporary text on educational psychology such as "Educational Psychology" by Eggen and Kauchak. This course will emphasize writing and examinations in the evaluation of student performance. Each student will prepare one critical reviews of a research article or book chapter and complete two examinations and one course reflection. Students will be evaluated on the basis of their critical review, performances on two examinations and one course reflection, and class attendance. The University of Minnesota Center for Teaching and Learning Services awarded Dr. W. Bart two "Thanks for Being a Great Teacher!" Certificates for his teaching performance in two courses during the Fall Semester of 2004.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 20 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 10% class participation, 10% one course reflection

**Exam format:** Each exam will consist of multiple choice items and short essay items.

**EPsy 5191 Education of the Gifted and Talented  
(Sec 001); 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Taylor, Lucienne J

**Description:** The EPSY 5191 online course provides an overview of topics on the education of the gifted and talented. Topics include cognitive and affective characteristics of gifted and talented students, the identification of gifted and talented, curricular and instructional issues, and parental and social relationships. The course will feature analysis of ideas, methods, and research findings presented in book chapters and research articles. Students participate with other course members through online discussion groups. EPsy 5191 will be attractive to future and current educators, counselors and other interested parties concerned with the education of the gifted and talented. This course may also be used as part of the certification program in gifted education and talent development.

**Class time:** 70% Discussion, 30% researching information on the web

**Work load:** ~40 pages of reading per week, 25 pages of writing per semester, 3 papers, answer weekly discussion questions individually and as a group.

**Grade:** 60% written reports/papers, 40% discussion questions

**Exam format:** No exam

**Course URL:** <http://webct3@umn.edu>

**EPsy 5243 Principles and Methods of Evaluation  
(Sec 001, 002); Credit will not be granted if credit has been  
received for: EDPA 5501, EPSY 5243, EDPA 5501, EPSY**

**5243, EDPA 5501, EDPA 5501; 3 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Introduction to program evaluation. Planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

independent learning activities

**Work load:** 40 pages of reading per week, 30 pages of writing per semester, 4 exams, 3 papers, homework assignments

**Grade:** 22% final exam, 21% written reports/papers, 22% quizzes, 23% class participation, 12% problem solving

**Exam format:** multiple-choice, short-answer, true/false

**EPsy 5261 Introductory Statistical Methods (Sec 003); 3 cr; meets DELM req of classroom**

**Instructor:** Everson, Michelle G

**Description:** This course is designed to provide an overview of introductory statistics. The topics to be covered in this course include graphing techniques, measures of center and spread, normal distributions, correlation, simple linear regression, sampling methods, experimental design, sampling distributions, and methods of statistical estimation and inference. Upon completion of this introductory course, students should be able to: (1) think critically about statistics used in popular magazines, newspapers, and journal articles, (2) apply the knowledge gained in the course to analyze simple statistics used in research, and (3) design a research study, use a statistical software package to analyze the data generated from this research study, and appropriately report the conclusions of this research study. Because this version will be conducted entirely online, it is important for all students to keep up with required readings and assignments. Students are also expected to be active participants in this course. Active participation includes asking and answering questions in assigned discussion groups, posting responses to assignments and discussion questions in discussion groups, and responding to the messages posted by other members of the class. Students will also be expected to use SPSS. A student-version of SPSS will be sold with the textbook, but this student version runs on PCs, not on Macs. Any student who uses a Mac may need to complete SPSS work at a computer lab on campus.

**Class time:** 10% lecture, 60% Discussion, 30% Independent learning activities

**Work load:** 40 pages of reading per week, 30 pages of writing per semester, 4 exams, 3 papers, homework assignments, small-group assignments; Because this is a web-based course, it is expected that all students have internet access and a basic understanding of computer use (e.g., e-mail, web browsers, word-processing software).

**Grade:** 22% final exam, 21% written reports/papers, 22% quizzes, 23% class participation, 12%

**Exam format:** multiple choice, true/false, short-answer

**EPsy 5261 Introductory Statistical Methods (Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Maeda, Yukiko

**Description:** Description: This course is designed to provide an overview of introductory statistics. The topics to be covered in this course include graphing techniques, measures of center and spread, normal distributions, correlation, simple linear regression, sampling methods, experimental design, sampling distributions, and methods of statistical estimation and inference. Upon completion of this introductory course, students should be able to: (1) think critically about statistics used in popular magazines, newspapers, and journal articles, (2) apply the knowledge gained in the course to analyze simple statistics used in research, and (3) design a research study, use a statistical software package to analyze the data generated from this research study, and appropriately report the conclusions of this research study. Because this version will be conducted entirely online, it is important for all students to keep up with required readings and assignments. Students are also expected to be active participants in this course. Active participation includes asking and answering questions in assigned discussion groups, posting responses to assignments and discussion questions in discussion groups, and responding to the messages posted by other members of the class. Students will also be expected to use SPSS. A student-version of SPSS will be sold with the textbook, but this student version runs only on PCs, not on Macs.

**Class time:** 10% lecture, 60% Discussion, 30% other

**EPsy 5401 Counseling Procedures (Sec 001); 3 cr; prereq Upper div student; meets DELM req of classroom**

**Instructor:** Goh, Michael Pik-Bien

**Description:** This course is designed as an introduction to the theory and practice of counseling. It is intended for students who have little or no training in counseling or psychology but who may need to use counseling skills in a professional capacity. The course also serves as a general overview for those who may be considering the counseling profession as a career. This course progresses from a general understanding of the helping profession and theories of counseling to a more personal aspect of counseling skill development, and practice. Instructional methods will include lecture, small group interaction, discussion, videos, and role-plays. The course and assignments provides opportunities for the student to practice his/her skills, to self-evaluate, receive initial feedback, and to reflect on a personalized approach to counseling.

**Class time:** 30% lecture, 40% Discussion, 30% role play

**Work load:** 20 pages of reading per week, 2 papers, 1 groupwork

**Grade:** 80% written reports/papers, 20% class participation

**EPsy 5451 College Students Today**

**(Sec 001); Credit will not be granted if credit has been received for: EDPA 5704, EDPA 5704, EDPA 5704, EDPA 5704, EDPA 5704; 3 cr; meets DELM req of classroom**

**Instructor:** Hendel, Darwin Dale

**Description:** This course is designed to enable graduate students to better understand undergraduate students today. Topics covered include the following: Issues involving an increasingly diverse population of students in colleges and universities; college student development theory; students' expectations/interests; how college affects student outcomes; role of curricular/extracurricular activities and student-faculty interaction.

**Class time:** 30% lecture, 30% Discussion, 40% Small group discussion and project activity

**Work load:** 120 pages of reading per week, 21 pages of writing per semester, 1 exams, 4 papers, Group Project

**Grade:** 10% mid-semester exam(s), 65% written reports/papers, 15% in-class presentations, 10% class participation

**Exam format:** Short answer

**EPsy 5646 Reading and Writing Practices with Deaf/Hard of Hearing Children**

**(Sec 001); 3 cr; prereq 5644 or general educ methods in tchg reading and writing skills, or instr consent; meets DELM req of classroom**

**Instructor:** Schultz, Mary Hale

**Description:** This class focuses mainly on graduate students who plan to be teaching reading and writing to deaf and hard of hearing learners in grades 1-12. This course addresses current issues and best practice strategies and technology used by teachers working with deaf and/or hard of hearing students with limited and emerging language as well as with students who have a developed first language. Students in this class will develop a final project which includes balanced literacy built into a theme for a given grad level. Each week one portion of this will be addressed and developed. The class is part lecture and part discussion focusing on current research and the use of two texts: (1) Vacca J.L., Vacca R.T., & Gove M.K. (2000) *\_Reading and Learning to Read\_* (4th Edition) New York; Addison Wesley Long, Inc. This text has a web site which students will use on a weekly basis. (2) McAnnally P.L., Rose S. & Quigley S. P. (1999) *\_Reading Practices with Deaf Learners\_* Austin, TC: PRO-ED.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 70-100 pages of reading per week, 95 pages of writing per semester, 1 exams, 5 quizzes, 1 major paper, with weekly assignments  
**Grade:** 48% written reports/papers, 20% special projects, 22% quizzes, 10% response to reading and research

**EPsy 5991 Independent Study in Educational Psychology (Sec 001-004); 1-8 cr; max crs 20, 20 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:**

## Electrical and Computer Engineering

4-178 EE/CSci Building: 612/625-3300

**EE 2361 Introduction to Microcontrollers (Sec 001); 4 cr; prereq [1301 or CSCI 1113 or [2301, CSCI 1901]], Concurrent registration is required (or allowed) in 0361; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Computer organization, assembly language programming, arithmetic/logical operations, parallel/serial input/output. Microprocessor/microcontroller interfacing: memory design, exception handling, interrupts, using special-purpose features such as A/D converters, fuzzy logic, DSP operations. Integral lab.  
**Class time:** 50% lecture, 15% Discussion, 35% Laboratory  
**Work load:** 35 pages of reading per week, 3 exams, Work problems - 8 per week  
**Grade:** 15% mid-semester exam(s), 40% final exam, 15% quizzes, 20% lab work, 10% problem solving  
**Exam format:** Solve problems  
**Course URL:** <http://www.ece.umn.edu/class/ee2361>

**EE 4970 Directed Study (Sec 001-065); 1-3 cr; max crs 3; prereq Cr ar [may be repeated for cr]; dept consent ; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Studies of approved projects, either theoretical or experimental.

**EE 5960 Special Topics in Electrical Engineering III (Sec 001); 1-4 cr; max crs 12, 3 repeats allowed; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Special topics in electrical and computer engineering. Topics vary.

## English as a Second Language

315 Nolte Ctr: 612/624-1503

**ESL 3102 English Grammar for Academic Purposes (Sec 001); 4 cr; max crs 8; prereq 3101, [Non-native speaker of English, [C-TOEFL score of at least 190 or equiv], dept consent ; meets DELM req of classroom**  
**Instructor:** Nelson, Eric Stuart  
**Description:** This course will help you increase your accuracy and range in English grammar. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized. Activities and regular assignments will improve your ability to analyze grammar, including your own mistakes, and to use grammar more effectively. Expect two hours preparation time for each hour of class.

**ESL 3201 Advanced English Reading and Composition (Sec 001); 5 cr; max crs 10; prereq Non-native speaker of English, [C-TOEFL score of 153-187 or equiv], dept consent ; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** In this course you will read articles on topics ranging from cross-cultural differences to women serving in the military. You will improve your ability to understand and discuss articles and to write and revise papers related to what you have read. In addition to informal writing, such as journals, you will write two papers that will help you improve your control of all phases of writing: idea-gathering, planning, drafting, revising, and editing.  
**Work load:** Expect two hours preparation time for each hour of class.

**ESL 3202 Academic Reading and Composition (Sec 001); 5 cr; max crs 10; prereq 3201, Non-native speaker of English, [C-TOEFL score of at least 190 or equiv], dept consent ; meets DELM req of classroom**  
**Instructor:** Nelson, Eric Stuart  
**Description:** In this course you will read essays and articles on a variety of topics from a variety of sources. You will improve your ability to identify main ideas and details, analyze and critique support, and respond with your own ideas in writing and discussion. In addition to informal writing (such as journal entries), you will write two major papers: an argumentative essay and a field research paper. In the field research project, you will investigate a topic of your choice, conduct field research (e.g. through a survey or interviews), analyze your findings, and present them in a report. As you design your project, analyze your findings, and draft and revise your paper, you will practice a variety of skills that will help you in your academic work. Expect two hours preparation time for each hour of class.

**ESL 3302 Writing for Academic Purposes (Sec 001); 4 cr; max crs 8; prereq 3202, non-native speaker of English, [C-TOEFL score of at least 190 or equiv], dept consent ; meets DELM req of classroom**  
**Instructor:** Nelson, Eric Stuart  
**Description:** In this course you will master the writing process from finding and developing ideas to drafting, revising, and editing. You will learn about a variety of types of writing. If the class includes students with specific needs (such as writing scientific and technical reports), those will be addressed. The course will emphasize refining your ability to incorporate source material into your writing; critiquing writing, including your own; and tailoring your writing according to your audience and purpose. Expect two hours preparation time for each hour of class.

**ESL 3502 Academic Listening and Speaking (Sec 001); 5 cr; max crs 10; prereq 3501, non-native speaker of English, [C-TOEFL score of at least 190 or equiv], dept consent ; meets DELM req of classroom**  
**Instructor:** Ackerberg, Lynne B !!Outstanding Service Award!!  
**Description:** Understand lectures and academic discussions, with focus on critical listening; produce academic presentations and participate in discussions on subjects of general academic interest. Topics include cross-cultural awareness and negotiation of disagreement and misunderstanding.

**ESL 3551 English Pronunciation (Sec 001); 4 cr; max crs 8; prereq Non-native speaker of English, dept consent ; meets DELM req of classroom**  
**Instructor:** Ackerberg, Lynne B !!Outstanding Service Award!!  
**Description:** Improving the production and perception of the sounds of the English Language: intelligibility of individual sounds, rhythm, intonation, word and sentence stress, and linking phenomena in fast speech. Rules of pronunciation in relation to the rules of English spelling.

**English: Literature****207 Lind Hall: 612/625-3363****EngL 1001W Introduction to Literature: Poetry, Drama, Narrative**

**(Sec 001); Credit will not be granted if credit has been received for: ENGL 1002, ENGL 1001V; 4 cr; prereq [EngC 1011 or equiv]; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Goldberg, Brian B

**Description:** EngL 1001W will introduce students to the critical analysis of poetry, short fiction, and drama.

**EngL 1171W The Story of King Arthur**

**(Sec 001); 3 cr; A-F only; credit will not be granted if credit received for: 1002; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Krug, Rebecca L

**Description:** Of all the stories familiar to the western world, few have exerted greater influence than the legend of King Arthur and his Round Table. Creative artists and their audiences continue to be fascinated by stories about Arthur, Merlin, Lancelot, Guinevere, Gawain, and Tristan. In this course, we will study adaptations of the legend in order to understand how literary writers and their readers remade the story to fit specific, historical circumstances. Texts read may include novels by T.H. White, Mark Twain, and Marion Zimmer Bradley; Middle English alliterative poems and chronicles; twentieth-century poems; and Welsh sources.

**EngL 1181W Introduction to Shakespeare**

**(Sec 001-003); Credit will not be granted if credit has been received for: ENGL 1182, ENGL 1181V; 4 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Using both depth and breadth, students will gain the skills to read, analyze, and enjoy Shakespeare's works, from the plays to the sonnets. Plays frequently covered include "A Midsummer Night's Dream," "Romeo and Juliet," "Hamlet," "The Merchant of Venice," and "The Tempest." Students learn to read the plays closely, focusing on the importance of the author's language and word choices. While the plays are covered primarily as written texts, they are also analyzed as scripts created for production, and attention is frequently paid to works in production and on film. Upon completing the course, students will have a solid knowledge of eight to ten plays; an appreciation for the impact that Shakespeare has had on much of the body of literature; and the tools to read and understand further of Shakespeare's works on their own.

**EngL 1201W Introduction to American Literature**

**(Sec 001); Credit will not be granted if credit has been received for: ENGL 1202, ENGL 1202, ENGL 1201V; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Griffin, Edward M !!Ruth Christie English Award; CLA Distinguished Tchg Awd!!

**Description:** A lecture course with discussion meetings, EngL 1201W fulfills the literature, cultural diversity, and writing intensive requirements. As a WI course, it involves brief written responses for discussion meetings, two formal papers, one requiring a draft and revision, and an essay-type exam. This isn't a course in the history of American literature, teaching you who wrote what, and when. The English Department's survey courses fulfill that mission admirably. Nor is this a masterpieces course designed to familiarize you with the acknowledged classics. (You will, however, read some masterly texts.) Nor is this a major authors course intended to teach you which writers are the most important. It is, rather, an introduction, a themes, topics, and

techniques course emphasizing several significant features persistently recurring in what scholars call "American" literature to distinguish it from other literatures written in English ("British" or "post-colonial" for instance). We shall discover "American" to be a much more contested term than it might seem, but we use it because it is the commonly accepted designation. We study eight or nine works, chiefly novels and plays, written in the 20th and 21st centuries. Typical texts: "Invisible Man"; "Fences"; "The Natural"; "The Bear" or another Faulkner work; "The Awakening"; "The Bluest Eye"; and "Bel Canto."

**Class time:** 75% lecture, 25% Discussion

**Work load:** 120 pages of reading per week, 18 pages of writing per semester, 1 exams, 2 papers, WI requires submission of drafts and revisions

**Grade:** 40% final exam, 45% written reports/papers, 15% class participation

**Exam format:** Two essays and short matching portion

**EngL 1301W Introduction to Multicultural American Literature (Sec 001, 010); Credit will not be granted if credit has been received for: ENGL 1302, ENGL 1301V; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** There can never be one single voice for the American experience, an idea that is illuminated through a study of American multicultural literature. How have African Americans, Latinos/as, Native Americans, and immigrants told of their experiences? How has the struggle for equality found its voice in novels, plays, and testimonies? How does literature both embrace and resist the dominant culture? These questions are answered in diverse ways by such authors as W.E.B. DuBois, Frederick Douglass, Joy Kogawa, Leslie Marmon Silko, and many others.

**EngL 1401W Introduction to "Third World" Literatures in English**

**(Sec 001-004); Credit will not be granted if credit has been received for: ENGL 1402, ENGL 1401V, ENGL 1401V; 4 cr; meets CLE req of International Perspective Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Colonialism, emigration, economics, war, famine, slavery: All of these forces have combined to make English a language spoken in almost every region of the world. The legacies of these forces have created an international Anglophone literature that addresses issues of displacement, poverty, wrongful appropriation, and the fight for freedom, in voices of astonishing variety and power. Through novels, short fiction, nonfiction prose and, in many classes, film, English 1401 investigates the ties between language and home, language and Empire, and language and freedom. Recent courses have focused on readings from Africa, the Caribbean, and Asia (including India).

**EngL 1501W Literature of Public Life**

**(Sec 010-012); 4 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This class explores the intersection between literature and public life. Literature has been a primary means by which Americans together have imagined, defined, and questioned their common identity, and literature allows us to engage (though enlarging our capacity for empathy, articulation, and understanding) other citizens with whom we share all kinds of spaces. What are some major issues and conflicts that have shaped our institutions and values of public life? What are the terms that have developed and evolved over time by which Americans seek to define freedoms and responsibilities of citizenship? How do personal stories become part of the public

stage? This class addresses these and other questions about the dimensions, history, and quality of civic engagement in the U.S. and will attempt to engage the ideas of citizenship. We will do this through reading and discussion of some important literary and historical texts, spanning the history of this country. First, we will examine the ways in which forms of literature—sermons, fiction, poetry, drama, journalism, film, and oral histories—have portrayed, commented on, and sometimes participated in public life at various moments in American history. Then we will begin to examine important themes in the recent history of American citizenship, such as race, education, gender and sexuality, war and peace, immigration, work, and class.

#### EngL 1701 Modern Fiction

**(Sec 001); 4 cr; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** Weinsheimer, Joel Clyde !!Ruth Christie English Award; Morse Alumni Award!!

**Description:** English 1701 provides an introduction to short stories and novels written after 1850, both in English and in translation from other languages. John Cheever, Ernest Hemingway, Franz Kafka, William Faulkner, Albert Camus, and John Steinbeck are among the authors students are likely to study. This allows for slightly more time to be spent within each work than is often granted in broad survey courses. Because of the in-depth nature of this study, students learn to identify and analyze such elements of fiction as theme, genre, structure, form, language, and context.

**Class time:** 100% Discussion

**Work load:** 25 pages of reading per week, 15 pages of writing per semester

**Grade:** 60% written reports/papers, 40% quizzes

**Course URL:** <http://www.webct.umn.edu>

#### EngL 3001W Textual Analysis: Methods

**(Sec 002); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V; 4 cr; A-F only; English major or minor or premajor or BIS/IDIM-English; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Luke, David B

**Description:** The course will involve practice in the analysis of various literary forms, including narrative fiction, poetry, and drama. The course will consider techniques of argument, the use of evidence, and methods of documentation in literary papers. It will also introduce some of the significant developments in modern literary criticism.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 75 pages of reading per week, 2 exams, 2 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 50% written reports/papers

**Exam format:** Essay and comments on selected passages.

#### EngL 3001W Textual Analysis: Methods

**(Sec 004); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V; 4 cr; A-F only; English major or minor or premajor or BIS/IDIM-English; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Ross Jr, Donald !!UC Outstanding Teaching Award!!

**Description:** Official description: Training and practice in the analysis of various literary forms, with a special emphasis on poetry. Use of argument, evidence, and documentation in literary papers; introduction to major developments in contemporary criticism. Goals: This is a course chiefly for majors, minors, or premajors in English language and literature. Other students who are considering an English major, or who are just interested in literary study may find this course helpful and interesting. The course's main focus is on training and practice in the analysis of various literary forms, with special emphasis on poetry. Practice includes the use of argument, evidence, and documentation in literary papers. The course also provides an introduction to some

major trends in contemporary criticism, as well as to the terminology that critics and scholars use to describe the forms and styles of literary works. While it is impossible to anticipate all the reading, speaking, and writing assignments you will encounter in advanced English courses, this course will provide you with some basic concepts and vocabulary and frequent practice in practical criticism, as well as some guidance in seeing literature in the light of various critical approaches. (English 3002 provides a more thorough introduction to modern literary theory.) Most of the assignments are explained in a packet which is available from Paradigm Copy Center, in the Dinky Dome building.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 100 pages of reading per week, 30 pages of writing per semester, 8 papers, There will be various ungraded writing assignments throughout the term, some in class; you must do all but two in order to retain your earned letter grade.

**Grade:** 90% written reports/papers, 10% Exercises and class participation

#### EngL 3001W Textual Analysis: Methods

**(Sec 005); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V; 4 cr; A-F only; English major or minor or premajor or BIS/IDIM-English; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Scheil, Andrew

**Description:** This course is designed for English majors and minors, as well as any students interested in and attracted to literature and reading. Our concern will be to develop the intellectual foundations to move past our base, instinctive reactions to literature to deeper modes of reading, interpretation, and written analysis/argument. Our goal will be to develop the skills of slow-motion, skeptical reading: to savor the crafting of literary form and to explore how literary rhetoric engages our intellect and emotions; to read not simply for superficial content, but to engage and question the multi-faceted operation of literary texts. In the course of our ongoing, skeptical close reading, a number of other related issues in higher-order literary criticism and literary theory will naturally arise and enter our conversation: the role of the author and the reader in interpretation, the importance of contexts (biography, genre, literary history, social history), the subjective nature of interpretation, the ethics and purpose of literature, the history of literary study and its institutions, and so forth. In terms of foundational writing skills for the English major, we will work on the development of compelling written literary arguments by breaking the writing process down into various phases. We will work with the basics of argumentation: developing a strong, coherent thesis, drafting, the logic of argument, revision, citation and use of primary and secondary sources, and more.

**Class time:** 25% lecture, 75% Discussion

**Work load:** 50+ pages of reading per week, 15+ pages of writing per semester, 1 exams, 3 papers

**Grade:** 15% final exam, 60% written reports/papers, 15% class participation, 10% short writing assignments/reports

**Exam format:** commentary on passages

#### EngL 3001W Textual Analysis: Methods

**(Sec 006); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V; 4 cr; A-F only; English major or minor or premajor or BIS/IDIM-English; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Weinsheimer, Joel Clyde !!Ruth Christie English Award; Morse Alumni Award!!

**Description:** This introduction to the English major focuses on intensive study of individual pieces of literature, including poetry, short story, and drama by such authors as William Faulkner, John Donne, and Tennessee Williams. It is primarily a course on how to read with maximum understanding, but it also introduces students to literary criticism, the nature of critical debate, and the research paper.

**Work load:** 10-30 pages of reading per week, 15-20 pages of writing per semester

**Grade:** 70% written reports/papers, 30% quizzes

**EngL 3004W Historical Survey of British Literatures II (Sec 001); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Brown, Tony C.

**Description:** A survey of British Literature from 1800 to the present focused on major literary movements -- Romanticism, Modernism, Postcolonialism, etc. -- and their respective responses to one another.

**Class time:** 100% lecture

**Work load:** 50 pages of reading per week, 16 pages of writing per semester

**Grade:** 100% written reports/papers

**Exam format:** Essay

**EngL 3005W Survey of American Literatures and Cultures I (Sec 001, 002); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** English 3005 surveys American literature from first European contact to 1860. In a fascinating intersection between literature and history, the course examines a wide variety of texts on a range of issues, from Native American resistance to colonial nation-building, and execution sermons to romantic poetry. Our diverse readings will include personal narrative, biography, essays, letters, speeches, sermons, histories, poems, oral transcriptions, and novels. How did these dissimilar sources contribute to the formation of a national identity? Can we claim a national literature? In English 3005 we will read widely and explore answers to these questions.

**Class time:** 30% lecture, 60% Discussion, 10% in-class writing

**Work load:** 50-150 pages of reading per week, 15-20 pages of writing per semester, 4 papers, Each student will act as discussion leader (as part of a team of 3 or 4) once during the semester. The reading load will vary depending on the genre of literature (for example, novels will require more reading per week than poetry or letters).

**Grade:** 60% written reports/papers, 30% class participation, 10% in-class writing and informal response papers

**EngL 3007 Shakespeare**

**(Sec 001-006); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Sonneteer, playwright, historian, symbol, hero, and source of passionate debate: "perhaps William Shakespeare's cultural importance is actually the least controversial of his qualities. Commonly called the first "psychological" writer because of his keen analysis of human motive and emotion, Shakespeare's writings provide material for endless study. His works are alluded to, borrowed from, and imitated by countless others, much in the same way that Shakespeare played with and recast the myths, fables, and histories of antiquity. Immerse yourself in Shakespeare's mind and world through the reading of seven to nine plays, as well as multiple sonnets. Students typically write two to three papers and view one or more film versions of the author's works.

**EngL 3040H Honors: Studies in Film**

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq CLA honors; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Craig, Siobhan S

**Description:** This course will examine the complex relationship between cinema and Fascism in Italy and Germany. The Fascist regimes were very aware of the value of film as a propaganda tool. It was used to create and reinforce specific kinds of subjectivities (i.e. all the elements of a coherent "self," including

but not limited to national identity, racial and gender identification and sexuality) and epistemologies (how we "know" the world, the relationship between past and present, and what we assume are natural and self-evident "truths.") We will consider several films made under Fascism in Italy and Germany with these issues in mind; then we will turn to films made by European and American directors after 1945. Given the success of film as an instrument of Fascism, postwar cinema must confront the question of whether the medium itself is tainted by the legacy of Fascism and the Holocaust. The Hollywood "dream machine" does not necessarily offer a solution to the political, moral and aesthetic corruption of Fascist cinema; on the contrary, it is often seen as equally problematic. Can a new cinematic language emerge? We will look at the often ambivalent ways directors from Italy, Germany, France, Great Britain and the United States address these issues. Directors: Gallone, Riefenstahl, Chaplin, Rossellini, Bertolucci, Resnais, Truffaut, Malle, Fellini, Cavani, Wertmuller, Sanders-Brahms, Fassbinder, Syberberg, Wilder, Reed.

**Class time:** 25% lecture, 75% Discussion

**Work load:** 50 pages of reading per week, 15 pages of writing per semester, 2 papers

**Grade:** 70% written reports/papers, 15% in-class presentations, 15% class participation

**EngL 3090 General Topics: Who's Got the Story? Memoir as Hist/Hist as Memoir**

**(Sec 006); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of independent study; meets DELM req of correspondence; meets DELM req of classroom**

**Instructor:** Becker, Matthew Paul

**Description:** Spring semester distinguished writers will come to campus to discuss how their craft is informed by the intersection of personal memory with history. This course is being offered in conjunction with this exciting conference series on Memoir and History and is designed to answer the question, "Who's got the story?" How is the memoirist's interpretation of personal memories similar to the historian's struggle to make meaning from artifacts, documents, and oral histories? How do their approaches and methods differ? How can we understand each craft-memoir and history-as storytelling? This course will incorporate the opportunities presented by the speakers' series to explore such questions. We will read and discuss several works in the series and will have the unique opportunity to see, hear, and engage with the authors of those works.

**Class time:** 60% Discussion

**Work load:** 50-80 pages of reading per week, 15 pages of writing per semester, 1 papers, 5 one page reaction papers, 1 discussion leadership assignment

**Grade:** 45% written reports/papers, 0% 55% 25% discussion leadership, 30% class/conference attendance

**EngL 3090 General Topics: Jewish-Am World-Art: Stein, Ginsberg, Bruce, Dylan**

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of independent study; meets DELM req of correspondence; meets DELM req of classroom**

**Instructor:** Damon, Maria

**Description:** Each of these figures is iconic; we recognize their names and sometimes their pictures even if we have never read or heard their work. And even when we do pay attention to their words, their art is rarely looked at as Jewish text. Is there a particular way that Jewish-American word-artists use language? Is there a particular investment in "American"ism for these writers? What is their understanding of and relation to their Jewishness, and how does it play into their creative process? These four magicians of the word -Gertrude Stein, Allen Ginsberg, Lenny Bruce and Bob Dylan -have as much in common as they are different. They share a wild experimentalism, an almost reckless originality and a need to express, express, express, no matter what the world might think. Most of them played at the brink of sexual non-normativity and of verbal experimentalism often considered incoherent; they brought back from that brink treasures that changed the way the literary and popular cultural world thinks, speaks, writes, and allows itself to feel. They were also icons of difference in the

popular imagination: google "Images" for any one of them and you'll be inundated with graphic performances of their trademark differences (Stein's plumpness and plain dress, Ginsberg in his Uncle Sam top hat, Bruce stonedly clutching the microphone or commemorated as a martyr to censorship, Dylan either as the folk prodigy w/ harmonica, the mod sunglassed genius of Don't Look Back, or ...take your pick).

**Class time:** 15% lecture, 75% Discussion, 10% we watch movies and listen to sound media

**Work load:** 100-250 pages of reading per week, 25-28 pages of writing per semester, 4 papers, reading varies widely, but is entertaining

**Grade:** 50% written reports/papers, 20% in-class presentations, 20% class participation, 10% extra credit available for attending special events

**Exam format:** no exams

**EngL 3090 General Topics: Contemporary Jewish Voices (Sec 005); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of independent study; meets DELM req of correspondence; meets DELM req of classroom**

**Instructor:** Katz, Judith

**Description:** This class will explore the diversity and commonalities found in work by contemporary Jewish writers. We'll be looking at work by writers Nicole Kraus, Philip Roth, Grace Paley, Cynthia Ozick, Amos Oz, Jonathan Safran Foer, Tony Kushner, Adrienne Rich and many others.

**Class time:** 15% lecture, 70% Discussion, 15% Video and audio tape presentation

**Work load:** 100-150 pages of reading per week, 50 pages of writing per semester, 2 papers

**Grade:** 75% written reports/papers, 25% class participation

**EngL 3110 Medieval Literatures and Cultures: Intro to Medieval Studies: Women in the Middle Ages (Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom**

**Instructor:** Krug, Rebecca L

**Description:** In this course we will study the amazing range of life experiences recorded in writing by and about medieval women. We will, for example, read Chaucer's Troilus, a poem about a widow who falls in love with a knight and then "betrays" him; Margery Kempe's Book, a prose narrative about a woman who goes on pilgrimages, has visionary experiences, and confronts Church authorities; Margaret Paston's letters, correspondence written to her family and business associates describing gossip, business, and legal actions; and Christine de Pisan's City of Ladies, which offers an extended discussion of women's roles in medieval society.

**EngL 3122 Shakespeare II: The Major Themes (Sec 001); 3 cr; prereq 3007 or instr consent ; credit will not be granted if credit received for: 3131; meets DELM req of classroom**

**Instructor:** Haley, David B

**Description:** Shakespeare II-The Major Themes is for students who have taken one of the introductory courses (EngL 1181 or EngL 3007) and want to have another look at the way Shakespeare handles his favorite topics. Those include themes familiar to his Elizabethan audience, such as how the community treats outsiders, what the public role of women should be, how a traditional institution like monarchy survives rebellion and change. The society portrayed in the plays is based on loyal service rather than equality and the quest for a just social hierarchy permeates his comedies (e.g. A Midsummer Night's Dream) and romances (e.g. The Tempest) as well as tragedies like King Lear. The content of 3122 varies each time it is offered, but students will read at least eight plays and interpret them in class. In place of midterm exams, you'll take short (thirty-minute) tests requiring brief essays, and a term paper (2000 words) will replace the final. Class discussion will focus on Shakespeare's text, with the instructor providing any historical and theatrical background necessary for understanding what we read. Students are encouraged to try different approaches to

Shakespeare. These can range from examining his sources to contrasting different performances, but every approach must be grounded in Shakespeare's text, which you're expected to quote and encouraged to partly memorize. Shakespeare II-The Major Themes is designed to help you find your own preferred style of talking about Shakespeare.

**Class time:** 33% lecture, 67% Discussion

**Work load:** 100 pages of reading per week, 10-15 pages of writing per semester, 1 papers, 4 or 5 brief tests

**Grade:** 40% written reports/papers, 30% quizzes, 30% class participation

**EngL 3132 Tudor England: 16th-Century Literature and Culture: King James Bible as Literature (Sec 001); 3 cr; credit will not be granted if credit received for: 3132; meets DELM req of classroom**

**Instructor:** Haley, David B

**Description:** This course is an introduction to the Jewish Bible--what our text (the King James Bible) calls the Old Testament. As we read and discuss the literature of the Jewish Bible, we may occasionally refer to "the Common Era" which, by Christian reckoning, began 2007 years ago. But our chief focus will be the period before the Common Era (roughly 1200 to 160 B.C.E.). This millennium is spanned by the Jewish Bible with its four major parts: the TORAH or Pentateuch, the historical NARRATIVES, the PROPHETS, and the WRITINGS. Our reading starts with Exodus where Israel discovers its identity as YHWH's people. After Exodus, we drop back to the "prehistorical" Genesis, and from there proceed through the rest of the Torah (Leviticus, Numbers, Deuteronomy) to the narratives with their tales of Israel's judges and kings who preceded and succeeded David. In the second half of the course, after sampling the prophets including Isaiah, we concentrate on seven of the Writings (Psalms, Proverbs, Job, Ecclesiastes, Ruth, Esther, and Daniel). While your readings in this course will give you an incidental acquaintance with the religious history of Israel and Judah, your chief aim is to learn how to read the Jewish Bible as literature. The 2000-word term paper (replacing the final) will allow you to analyze the King James text and explore its literary themes.

**Class time:** 67% lecture, 33% Discussion

**Work load:** 80 pages of reading per week, 8-10 pages of writing per semester, 1 papers, 4 thirty-minute quizzes based on study questions

**Grade:** 50% written reports/papers, 40% quizzes, 10% class participation

**EngL 3151H Romantic Literatures and Cultures (Sec 001); 3 cr; prereq CLA honors; meets DELM req of classroom**

**Instructor:** Goldberg, Brian B

**Description:** British Romantic Literature in the Age of the French Revolution: What is now recognized as British Romantic literature was largely formed in response to the tremendous shock delivered to British (and European) culture by the events of the French Revolution, which generated tremendous utopian hopes as well as fears and disappointment. This course examines some of the main writers and texts of the 1790s. Authors to be considered include William Blake, William Wordsworth, Samuel Taylor Coleridge, Anna Letitia Barbauld, Mary Wollstonecraft, William Godwin, Charlotte Smith, and Edmund Burke.

**EngL 3180 Contemporary Literatures and Cultures: The Split and Sutured Self (Sec 002); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom**

**Instructor:** Craig, Siobhan S

**Description:** This course will focus on subjectivity in literary, cinematic and theoretical texts from (with one important exception) the twentieth and twenty-first centuries. We will look at how authors, directors and graphic artists explore what it means to have a "self." how is subjectivity constructed, and what happens when these constructions fail or become unstable?

How are certain subjectivities naturalized or, alternatively, constructed as damaged, illegible or impossible? When unified subjects are constituted, what possible fragmentations and disruptions are kept at bay? We will consider race, class, gender and sexuality as key sites in which the borders of "natural" selfhood are policed, and at which ruptures and reconfigurations of these boundaries may occur. Authors to be considered may include: Shelley, James, Woolf, Ellison, Morrison, Piercy, Plath, Barker. Graphic novels by Spiegelman, Sacco, Bechdel. Films by Warhol, Anger, Deren, Resnais, Bertolucci, Scott, Jordan. Theorists: Butler, Halberstam, Sedgwick, among others

**Class time:** 20% lecture, 80% Discussion

**Work load:** 100 pages of reading per week, 16 pages of writing per semester, 2 papers, short reading responses, group presentation

### EngL 3231 American Drama

**(Sec 001); Credit will not be granted if credit has been received for: ENGL 3231H, ENGL 3231H; 3 cr; meets DELM req of classroom**

**Instructor:** Engel, Sabine

**Description:** What is American drama? What is its contemporary shape? How have American playwrights sought to capture lived reality, illuminate it in its complexity, and answer pressing social and political problems? These are the questions that will be at the center of our exploration of the works of two eminently successful living dramatists: Arthur Miller and August Wilson. Miller's most recent play just premiered in Minneapolis; meanwhile Wilson is being honored for his centrality to African American theater with a season of performances at the Penumbra Theatre. Over the course of the semester, we will read carefully four plays by each author, consider background material, and link the plays to a larger narrative on American drama. We will also attend the performances of Two Trains Running and Seven Guitars. Requirements: several reading quizzes, 2 four-page essays, six-page take-home final, attendance of the two performances at Penumbra Theatre, lively class participation.

**Class time:** 40% lecture, 60% Discussion

**Work load:** 150 pages of reading per week, 14 pages of writing per semester, 1 exams, 2 papers

### EngL 3592W Introduction to Black Women Writers in the United States

**(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Fletcher, Pamela Renea

**Description:** In this literature and writing intensive course, "Black Women Writers' Personal Narratives," students will explore, through essay and memoir, contemporary accounts (1960s-1990s) of Black women living in the U.S.A. In these nonfiction works, various writers, such as bell hooks and Lisa Jones, will address matters of art, education, family, hair, motherhood, sexism, sexuality, skin color and intra-racial prejudice, socio-economic class and classism, spirituality, and racial identity and racism. This course places heavy emphasis on active student participation, so students are expected to attend class daily and to engage in class discussions regarding films and assigned readings. The paper assignments include eight short papers (2-4 pages) regarding the films and the texts, and revisions.

**Class time:** 40% lecture, 60% Discussion

**Work load:** 50-70 pages of reading per week, 20-25 pages of writing per semester

**Grade:** 70% written reports/papers, 30% class participation

**Exam format:** none

### EngL 3601 Analysis of the English Language

**(Sec 001); 4 cr; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Escure, Genevieve J

**Description:** A general introduction to basic issues in language structure and language use, with specific application to

English, and occasional extension to other languages. We outline the operation of universal mechanisms that enable humans to communicate meaning through speech or other codes such as sign language. After a brief outline of the physiological/biological foundations of language, and a review of crucial assumptions about language dynamics, the course is organized into two general sections: 1) a comprehensive examination of cognitive aspects of language, through concrete illustrations of its major components: the structure of sounds (phonetics and phonology); the structure of words (morphology); the structure of sentences (syntax); the structure of meaning (semantics); and the structure of discourse in context (pragmatics). 2) an overview of historical, social and behavioral aspects of language. Contemporary language variation is related to historical change and language universals. A sociolinguistic perspective is provided on the correlation between linguistic components (as presented before), and external social variables, such as socio-economic status, ethnicity, gender, and age. Language variability is presented in the context of stylistic shifts and code-switching, with reference to differences between standard and nonstandard varieties (e.g., African American English). Finally, the process of native language acquisition is presented, and related to the other issues presented in class.

**Class time:** 70% lecture, 30% Discussion

### EngL 3711 Literary Magazine Production and History

**(Sec 001); 4 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Literary Magazine Production and History is a hands-on laboratory designed to provide real-world experience in producing a publication--in this case, 'The Wayfarer,' the undergraduate student literary magazine at the University of Minnesota. Students will study the history of literary magazines and the processes associated with producing a magazine (including editing, copy editing, design, marketing, and financial oversight). Most class time, however, will be devoted to putting these abstract skills into practice producing an issue of Wayfarer.

### EngL 3741 Literacy and American Cultural Diversity

**(Sec 001, 002); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** Daigre, Eric Stephen

**Description:** This course combines academic study with experiential and service learning in order to collectively build more complex understandings of the functions of literature, literacy, educational institutions, counter-institutional literacy programs, the grassroots and nonprofit sectors, and the different cultures and communities in the Americas. The goals of this ongoing learning are activist ones, specifically, developing more engaged higher educational institutions. Selected literary and non-literary texts, examining the varieties of literacy and the functions of education, with reference to revolutionary movements in Latin America and the Civil Rights movement in the United States. For "classwork" students will complete assigned readings, several short papers, in-class presentations, and a final project. Additionally, students will complete a "practicum" as literacy workers, working two hours a week outside of regularly scheduled classes, and an orientation and training seminar to assist them in this work. As we cross the borders between campus and our surrounding communities, we will apply and question our readings in the concrete context of our hands-on literacy work.

**Work load:** Includes required off-campus service learning practicum

### EngL 3883V Honors Thesis

**(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; A-F only; prereq Honors candidacy in English, consent of English honors advisor; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Atkinson, Beverly M

**Description:** This individually contracted course is required of English summa cum laude degree candidates. The resulting

thesis (about 40 pages) may be analytical, theoretical, or creative. For complete information, students will read the relevant pages on <http://english.cla.umn.edu/ugrad/degseiorsumma.php>. Using a contract form available in the English Undergraduate Studies Office, 227 Lind, students make arrangements with a professor no later than the term preceding their last two terms. They can expect to spend two semesters to research, collect, discuss, create, write, revise and revise, and then to seek approval from the supervising professor and two additional readers. Students work somewhat independently, meet periodically with the professor, and attend the English honors thesis writers' workshop as noted in the Class Schedule. It is recommended that they attend a thesis preparation and writing workshop offered by the CLA Honors advisors, consult with the English Honors advisor, and work closely with the professor. Some students also find it helpful to have a peer English honors student serve as a discussant and reader during the process of developing ideas and writing. Class time: average 50 minutes every other week in workshop.

**Class time:** 100% discussion, Individual research, reading, writing., One-to-one discussions with faculty advisor in addition to the workshop

**Work load:** The work load varies with the project.

**Grade:** 100% written reports/papers, 0% Grade is based on the completed thesis, the process leading to the final paper and the discussions with the faculty advisor.

**Course URL:** <http://English.cla.umn.edu/>

**EngL 3960W Senior Seminar: British & Amer. Women: Silence & Breaking Silence**

**(Sec 003); 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** Garner, Shirley Nelson !!Morse Alumni Award; Outstanding Service Award!!  
**Description:** Students will read, write about, and discuss work by Dorothy Allison, Jessie Fauset, Maxine Hong Kingston, Audre Lorde, Virginia Woolf, Alice Walker and many others in order to explore the ways in which women writers from Britain and America have kept and broken silences.

**EngL 3960W Senior Seminar: Fame and Poetry**

**(Sec 004); 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** Hancher, Michael  
**Description:** How did certain familiar English and American poems become famous and remain so over time? How does fame act as a "spur" to poetry? This class will examine the circulation of poetry by performance, transcription, publication and more. We will recover neglected poems and poets, discuss the "author function," the market for poetry, and representative poetic careers. In addition to a substantial seminar paper, students will also record several poems to make a collaborative audio anthology of memorable poetry.  
**Course URL:** <http://vista2.umn.edu>

**EngL 3960W Senior Seminar: The Gothic Novel**

**(Sec 006); 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** Luke, David B  
**Description:** This course will study the origin and development of the Gothic Novel from the 18th through 19th centuries. Texts will include classic early works such as *The Castle of Otranto*, *The Monk*, and *The Mysteries of Udolpho*, as well as later Romantic and Victorian apparitions of the genre such as *Frankenstein*, *Wuthering Heights*, *Dracula*, and *Hounds of the Baskervilles*. Ultimately, the course will illuminate some of the shadowy ways in which the Gothic Novel's (re)pulsing heart of darkness is always dying, but never dead.

**EngL 3960W Senior Seminar: Shakespeare's Women**

**(Sec 005); 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** Scheil, Katherine West  
**Description:** From Maya Angelou to Margaret Cavendish, from Queen Elizabeth I to Virginia Woolf, women have had a complex relationship with Shakespeare. We will look at feminist criticism of Shakespeare, the roles of women in Shakespeare's plays, women's re-imaginings of Shakespeare's life and works, the role of women readers of Shakespeare throughout history, and responses of actresses to the plays in the theatre. The goal of the course will be to explore the unique and often problematic relationship between Shakespeare and women over the last several hundred years.

**EngL 3960W Senior Seminar: Hip Hop**

**(Sec 001); 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** Sirc, Geoffrey Michael !!Morse Alumni Award!!  
**Description:** Hip hop is an exceptionally fruitful topic for academic inquiry in the way it offers so many portals: not just the aesthetics of beats and rhymes, but issues of race, gender, sexuality, economics, marketing, fashion, violence, media representation, and a host of others. We'll start with popular and scholarly histories of hip hop, then move through a wide variety of hip-hop related texts in many different registers (from interviews with rappers and record reviews to commentary on hip hop from a variety of sources). Then we'll look at secondary sources that can help complicate the subject (e.g., LeRoi Jones' *Blues People* and postmodern minstrelsy studies). Students will be finding sources and taking notes on those sources weekly; doing short papers around scholarly aspects such as history, theory, and gender; then drafting the final paper.

**EngL 3960W Senior Seminar: Criticism of the Novel**

**(Sec 002); 4 cr; A-F only; prereq English major, [jr or sr], major adviser approval, dept consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** Weinsheimer, Joel Clyde !!Ruth Christie English Award; Morse Alumni Award!!  
**Description:** This course will consider Daniel Defoe's *Robinson Crusoe*; Jane Austen's *Emma*; Charles Dickens' *Great Expectations*; Robert Penn Warren's *All the King's Men*; and Tim O'Brien's *In the Lake of the Woods*. Students' senior papers will concentrate not so much on the novels themselves as on the criticism of them, so that paper titles might read something like: "Recent Trends in the Criticism of Jane Austen's *Emma*." Helpful but not prerequisite is a prior course in modern or historical literary criticism.

**EngL 3993 Directed Reading/Study**

**(Sec 001); 1-8 cr; max crs 3, 1 repeat allowed; prereq instr consent, dept consent, college approval; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Guided individual study. Open to qualified students for one or more semesters. Before receiving permission to register, students submit to the English Undergraduate Studies office a signed contract using the CLA "Student/Faculty Learning Contract" available in all CLA offices.

**EngL 4603W World Englishes**

**(Sec 001); 4 cr; credit will not be granted if credit received for: 3603W; meets CLE req of International Perspective Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** Escure, Genevieve J  
**Description:** The English-Only movement in the U.S. considers that English is endangered because of the large recent immigration of non-English speakers, who now constitute a substantial portion of the population. But the English-only measures are akin to declaring crabgrass an endangered species. Indeed, English has become a global lingua franca, thus

carving a niche besides - rather than in competition with - local languages. As it spread, English underwent extensive diversification that reflected local, ethnic and national identities, which justifies the plural 'Englishes.' We will examine the wide range of structural and functional variation represented in the use of English on various continents. As a pidgin or a creole (in Atlantic and Pacific regions), English has incorporated African or Melanesian influences. As a contact vernacular (in Singapore, or with African-Americans), it has become a marker of ethnic or national identity. As a trade or business language, often learned as a second language (e.g., Indian English, or Hong-Kong English) it reflects phonological and syntactic features of native local languages. The course includes a theoretical, as well as an empirical component. The current status of current linguistic and sociolinguistic research is reviewed, and theoretical models for analyzing language variability are briefly outlined and evaluated.  
**Class time:** 70% lecture, 30% Discussion

**EngL 4613 Old English II**

**(Sec 001); Credit will not be granted if credit has been received for: ENGC 5613, ENGL 5613, ENGL 5613; 3 cr; prereq 3612, 3613, 4612; Credit will not be granted if credit has been received for ENGL 5613;; meets DELM req of classroom**

**Instructor:** Scheil, Andrew

**Description:** The second semester of Old English is devoted to a full translation and study of the great Anglo-Saxon epic "Beowulf." J.R.R. Tolkien wrote of the poem that "its maker was telling of things already old and weighted with regret, and he expended his art in making keen that touch upon the heart which sorrows have that are both poignant and remote." "Beowulf" is an exciting tale of strife and heroism; but it is also a subtle meditation upon the character of humanity as it struggles to understand the hazards of a harsh world, the inscrutability of fate, and the nature of history itself. "Beowulf" is not only important for a detailed understanding of Anglo-Saxon culture, but it is also a significant and moving poetic achievement in the context of world literature. We will read and translate the poem in the original Old English; thus ENGL 4612 (or a similar course resulting in a basic reading knowledge of Old English) is a prerequisite. "Beowulf" has been the object of intensive scholarly study; we will delve into the debates over the poem's date, genesis, manuscript and historical context and critical interpretation. Spending an entire semester studying one complex work can be an invaluable experience. Please contact the instructor for any questions concerning the prerequisite.

**Class time:** 25% lecture, 75% Discussion

**Work load:** 15-20 pages of reading per week, 1 exams, 2 papers, 100-150 lines of poetry to translate per week

**Grade:** 20% final exam, 30% written reports/papers, 10% quizzes, 40% class participation

**Exam format:** translation and essays

**EngL 4722 Alphabet to Internet: History of Writing Technologies**

**(Sec 001); 4 cr; credit will not be granted if credit received for: 3633; meets DELM req of classroom**

**Instructor:** Hancher, Michael

**Description:** Technologies of writing -- the alphabet, handwriting, printing, and electronic text -- and their cognitive and social consequences. Topics include writing and memory; literacy, power, and control; printing, language, and national identity; alphabetization and other ways of ordering the world; secrecy, privacy, and publicity; typography, legibility, and design; theories of technological determinism; the future of reading after the internet. Readings will range from Homer and Plato to Wikipedia, Facebook, and the most recent issue of Wired magazine.

**Class time:** 40% lecture, 60% Discussion

**Work load:** 60 pages of reading per week, 15 pages of writing per semester, 3 papers, 5 Online comments on readings

**Grade:** 65% written reports/papers, 10% in-class presentations, 15% class participation, 10% online comments on readings

**Course URL:** <http://vista2.umn.edu>

## English: Composition

225 Lind Hall: 612/625-2888

**EngC 1011 University Writing and Critical Reading (Sec 001-015); 4 cr; prereq Some sections limited to non-native speakers; meets DELM req of classroom**  
**Instructor:** STAFF

**Description:** EngC 1011 fulfills the freshman writing requirement and helps students make the transition between high school and college by introducing them to academic writing. The freshman writing instructor guides students to communicate clearly, effectively, and creatively in a university setting and other communities. Emphasizing critical reading, writing, thinking, and argument, the course teaches students how to discover and create knowledge by generating questions, investigating issues, and supporting their informed opinions. Although sections will differ according to the instructor's individual approach, students will receive substantial feedback on their writing through writing workshops, instructor comments, and conferences. Students learn how to: (1) Use writing and reading to communicate, describe, analyze, and persuade. (2) Read critically to identify an author's audience, purpose, arguments, and assumptions. (3) Approach writing as a series of tasks that need collaboration with others and multiple drafts. (4) Make appropriate choices about content, rhetoric, structure, vocabulary, style, and format. (5) Develop strategies for generating and organizing ideas and arguments, revising, editing, and proofreading. (6) Locate and evaluate secondary sources; integrate sources with one's own ideas; document sources appropriately. (7) Write comfortably using the conventions of standard written American English.

**Work load:** 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester

**EngC 1012 University Writing and Critical Reading:**

**Perspectives on Multiculturalism**

**(Sec 001-012); 4 cr; EngC 1012 does NOT meet CLE requirement of CLE Cultural Diversity theme.; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is EngC 1011 (please see the course description for EngC 1011) with a thematic focus. This course fulfills the Freshman Writing Requirement. Students explore race, nation, gender, and identity. Students might write "cultural diversity" autobiographies, research cultural resources on campus, view a film and write a review critiquing the ways it represents ethnic groups, or engage in persuasive writing for political action. In addition to the objectives for EngC 1011, a student in 1012 will learn how to: describe how various groups have contributed to the nation's culture; analyze the traditions of people from diverse backgrounds; create arguments about how differences in race, ethnicity, and gender structure experience and influence social interactions.

**Work load:** 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester through multiple drafts

**EngC 1013 University Writing and Critical Reading: Nature and the Environment**

**(Sec 001-006); 4 cr; EngC 1013 does NOT meet CLE requirement of CLE Environment theme.; meets CLE req of Environment Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is EngC 1011 (please see the course description for EngC 1011) with a thematic focus. This course fulfills the Freshman Writing Requirement. Students learn about arguments that shape our understanding of the natural world and our responsibility to it. Students might write nature journals, book reviews, and political action letters. Classes might take field trips, such as a walking tour of the Mississippi River, an exhibit of nature paintings at an art museum, or the Raptor Center and other sites on the St. Paul campus. In addition to the objectives for EngC 1011, a student in 1013 will learn how to: describe the

environmental implications of development and technology; analyze how public policy issues have technical, legal, and political dimensions; create arguments about the historical and long-standing ethical issues regarding human interaction with the environment.

**Work load:** 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester through multiple drafts

**EngC 1014 University Writing and Critical Reading: Contemporary Public Issues (Sec 001-012); 4 cr; EngC 1014 does NOT meet CLE requirement of CLE Citizenship and Public Ethics theme.; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is EngC 1011 (please see the course description for EngC 1011) with a thematic focus. This course fulfills the Freshman Writing Requirement. Students think about writing in relation to the most challenging social and political issues facing the United States and the world today. Activities in this course might include debating the meaning of citizenship, evaluating candidates, and writing letters to newspapers and public officials. In addition to the objectives for EngC 1011, a student in 1014 will learn how to: describe the range of past and present meanings of contemporary public issues; analyze the rights and obligations of citizens in relation to public issues; create arguments about the civic and ethical responsibilities of students, teachers, scientists, businesspersons, elected officials, and others.

**Work load:** 20 pages of reading per week, 4 papers, 15-20 pages of formal writing per semester through multiple drafts

**EngC 1015 University Writing and Critical Reading: Perspectives on Globalization (Sec 001-005); 4 cr; prereq placement in category [2 or 3]; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is a version of EngC 1011 with a thematic focus. This course satisfies the Freshman Writing Requirement. Students explore how they relate to cultures and events globally to develop an inclusive understanding of the effects of globalization on contemporary life. Assignments will help students explicitly address important cultural, political, diplomatic and other interdependencies in today's world. Students will explore "hot issues" as well as historical patterns evidenced in current literature, media reports and analysis in order to help them understand how events, perspectives, and attitudes affect the global community. Activities might include the following: reading, discussion, and critique of articles and international newspapers; viewing of and response to films; writing from various cultural perspectives to analyze events around the world and to recognize interconnections.

**Work load:** 20 pages of reading per week, 15-20 pages of writing per semester, 4 papers, 15-20 pages of formal writing per semester through multiple drafts

**EngC 1016 University Writing and Critical Reading: Community Learning and Civic Engag (Sec 001); 4 cr; prereq Some sections limited to non-native speakers; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is EngC 1011 (see description above) with a service-learning component. This course satisfies the Freshman Writing Requirement. Students get extended practice in writing academic prose in response to assigned readings, class discussion, community issues, and their own community engagement. Course projects include critical reading and interpretation of selected texts, research in various types of resources including Internet media resources, and writing that moves through several drafting steps. Finished writing is revised and edited to meet university-level standards of persuasiveness, precision, and correctness. In addition to the objectives for EngC 1011, a student in 1016 will learn how to: describe the range of

issues embedded in their community organization; critically reflect on their community service or civic engagement; create arguments about community issues and organizations.

**Work load:** 10 pages of reading per week, 20 pages of writing per semester, 4 papers, Up to 2 hrs. per week outside of class with a community organization

**EngC 1021V Intermediate Expository Writing (Sec 001, 002); 4 cr; A-F only; prereq [1011 or 1012 or 1012H or 1013 or 1013H or 1014 or 1014H or 1015 or 1016 or GC 1422 or GC 1423 or GC 1424 or Rhet 1101 or exemption from fr writing req], [honors placement in category 2 or 3]; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Focuses on the range of choices academic writers make based on audience, purpose, and context. Emphasis on selecting and limiting topics. Emphasizes effective use of University Libraries, including locating, evaluating, and using scholarly sources. Reading and writing assignments aim to extend and clarify arguments, and to improve control over writing through revision and reflection.

**Work load:** 20 pages of reading per week, 15-20 pages of writing per semester, 4 papers, 15-20 pages of formal writing per semester through multiple drafts

**EngC 1021W Intermediate Expository Writing (Sec 001); 4 cr; prereq 1011 or 1012 or 1013 or 1014; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Focuses on the range of choices writers make based on audience, purpose, and context. Reading and writing assignments aim to extend and clarify arguments, and to improve control over writing through revision and reflection. The assignments attend primarily to the writing tasks that students will face for the remainder of their academic career.

**Work load:** 20 pages of reading per week, 15-20 pages of writing per semester, 4 papers, 15-20 pages of formal writing per semester through multiple drafts

**EngC 3027W Advanced Expository Writing (Sec 001-005); 4 cr; prereq Completion of freshman writing req; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This is a course for students ready to face more challenging assignments and deepen their comfort and skill with writing. The instructor helps the student develop more sophisticated research strategies and experiment with more creative stylistic choices. Assignments might include autobiographies, critical comparisons, reviews of articles or books, cultural analyses, persuasive essays, and annotated bibliographies. Students in this course learn to: Generate topics and develop essays with greater independence than they exercised in freshman composition. Write for multiple audiences -- academic and non-academic -- making appropriate decisions about content, rhetoric, structure, vocabulary, style, and format. Write creative non-fiction and other genres incorporating complex description and analysis. Analyze the conventions and styles of writing in their major field. Experiment with new and more sophisticated writing strategies and styles.

**Work load:** 20-30 pages of reading per week, 15-20 pages of writing per semester, 4 papers

**EngC 3029W Professional Writing (Sec 001); 3 cr; prereq Daily access to e-mail; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** How to write for various professional purposes/audiences, using appropriate styles, tones, and organizational elements. Potential genres include memos and email, formal correspondence, proposals, feasibility studies, job search portfolios, progress reports, annotated bibliographies. Broader issues of professional literacy.

**Class time:** 20% lecture, 40% Discussion, 40% Writing Workshop

**Work load:** 20 pages of reading per week, 15-20 pages of writing per semester, 4 papers, Major assignments will move through multiple drafts.

**Grade:** 80% written reports/papers, 10% in-class presentations, 10% class participation, 0% Percentages may vary slightly from term to term.

## English: Creative Writing

222 Lind Hall: 612/625-6366

### EngW 1101W Introduction to Creative Writing

(Sec 001); 4 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Schumacher, Julie

**Description:** If you have always wanted to try your hand at writing, this class is your opportunity. If you want to improve your writing skills in a creative way, this class is also for you. The idea of this introductory course is to explore the craft of writing in its multiple forms and to improve your critical skills and your ability to read as writers with the help of nine local visiting writers who will talk about the writing of poetry, fiction, and nonfiction. The discussion sections will include discussions of the visitors' work, but the main emphasis will be on your own writing: you will be asked to write and revise regularly and to complete three creative portfolios through a progression of exercises in poetry, fiction, and nonfiction. Some topics: finding your material; imagery; rhythm and sound; writing from memory; character and plot; landscape and setting; revision and composition.

**Class time:** 25% lecture, 50% Discussion, 25% WORKSHOP  
**Exam format:** 3 final writing portfolios

### EngW 1102 Introduction to Fiction Writing

(Sec 001-003); 3 cr; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Introductory course in the art and craft of reading and writing fiction. Students will read a variety of classic and contemporary fiction. Students will be responsible for composing original stories; writing comments on student work; workshop participation; attendance at a literary reading; and a final portfolio of fiction.

**Class time:** 30% lecture, 70% Discussion

### EngW 1103 Introduction to Poetry Writing

(Sec 001, 002); 3 cr; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Introductory course in the art and craft of reading and writing poetry. Students will read and analyze contemporary and classic works of poetry while also constructing and revising their own poetry. Students will be responsible for crafting original poetry; commenting on student work; workshop participation; attendance at a literary reading; short presentations and/or papers; a final portfolio of poetry.

**Class time:** 30% lecture, 70% Discussion

**Work load:** portfolio of poems and revisions

**Grade:** 0% portfolio of poems

### EngW 1104 Introduction to Literary Nonfiction Writing

(Sec 001, 002); 3 cr; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Introductory course in the art and craft of reading and writing literary nonfiction. Students will read and analyze contemporary and classic nonfiction literary works (essays, memoir, biography, autobiography, short-short) and also construct and revise their own nonfiction pieces. Students will be responsible for crafting original works of nonfiction; commenting on student work; workshop participation; attendance at a literary reading; short papers and/or presentations; a final portfolio of nonfiction.

**Class time:** 30% lecture, 70% Discussion

### EngW 3102 Intermediate Fiction Writing

(Sec 001, 002); 3 cr; prereq 1101 or 1102 or dept consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Intermediate course in the art and craft of reading and writing short fiction. Students will read and analyze a great deal of contemporary and classic short fiction and also construct their own stories. Students will be responsible for written comments on student work; workshop participation; attendance at a literary reading; some short papers and presentations; and a final portfolio of short fiction.

**Class time:** 30% lecture, 70% Discussion

### EngW 3104 Intermediate Poetry Writing

(Sec 001, 002); 3 cr; prereq 1101 or 1103 or dept consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This intermediate level course is for writers who have some previous experience in writing poetry. The course will focus on craft and stylistic techniques using writing exercises and readings from a range of poets writing in different forms. The workshop portion of the class will be devoted to developing individual student work; student critiques; some short papers and presentations; attendance at one literary reading required.

**Class time:** 30% lecture, 70% Discussion

**Exam format:** Final portfolio of poems

### EngW 3105 Advanced Poetry Writing

(Sec 001); 4 cr; prereq 3104 or dept consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** EngW 3105 is for students with considerable experience in writing and reading poetry. Students should be familiar with poetic language and terminology. Students will read a mixture of classic and contemporary poetry and craft and revise their own work. Students will be responsible for writing and revision; workshop participation; written comments on student work; short papers and/or presentations; attendance at one literary event; final portfolio of poetry.

### EngW 3106 Intermediate Literary Nonfiction Writing

(Sec 001, 002); 3 cr; prereq 1104 or dept consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This intermediate level course is for students who have an avid interest in the varied forms of literary nonfiction : memoir, essay, biography, etc. Students will read and analyze contemporary and classic nonfiction works while also constructing and revising their own nonfiction writing. Written comments on student work, workshop participation, some short papers and presentations, attendance at a literary reading and a final portfolio of nonfiction writing.

**Class time:** 30% lecture, 70% Discussion

**Exam format:** Final portfolio of creative nonfiction

### EngW 3960W Writing Workshop for Majors: Poetry

(Sec 001); 4 cr; A-F only; prereq Engl major, 6 cr of ENGW [including 3xxx appropriate for workshop genre], [jr or sr], major adviser approval, dept consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Cucullu, Lois B

**Description:** This course will focus on poetry and will function as a studio course with emphases on reading, listening, and responding to poetry in a variety of contexts and, most important, on writing poetry in the experiments we produce over the course of the term. Our purpose is to understand poetry as a technical craft as others have understood it and to advance our own practice and appreciation of poetry as art. Our ultimate objective is to produce a portfolio of substantial and original work through a variety of experiments designed to increase awareness of the resources language offers and of poetry's capacity to capture

extravagance in the ordinary and to make the ineffable tangible.

**EngW 5130 Topics in Advanced Creative Writing: Writing the Body (Politic/s)**

**(Sec 001); 4 cr; max crs 16, 4 repeats allowed; prereq instr consent ; meets DELM req of classroom**

**Instructor:** Damon, Maria

**Description:** Although the phrase "writing the body" has been overused to the point of exhaustion, there is merit in returning to the topic through a discussion of style and form as well as content and intent. We will look at the work of writers such as Kathy Acker, Jean Genet, Adeena Karasick, Carla Harryman, Kenny Goldsmith and others to ask what exactly is writing, and what/whose body speaks/writes. There may be a "workshop" component but it will consist more of inclass writing exercises or spontaneous assignments.

**Class time:** 10% lecture, 75% Discussion, 15% inclass writing or spontaneous (non-taxing) writing assignments

**Work load:** 100-250 pages of reading per week, 20-25 pages of writing per semester, 1 papers, form of papers will depend on students' program needs; inclass presentations will also occur

**Grade:** 60% written reports/papers, 20% in-class presentations, 20% class participation

**EngW 5205 Screenwriting**

**(Sec 001); 4 cr; prereq [Jr or sr], one EngW 3xxx course, dept consent [permission number available in creative writing office]; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** A hands-on advanced workshop for students with experience in creative writing and/or a working knowledge of basic screenplay format. Students' scripts-in-progress may be either a complete short film or an excerpt from a feature-length film. Class critiques will emphasize issues of imagery, characterization, plot and structure, as well as creative process within screenwriting. Also expect in-class screenings, guests, and nuts and bolts discussion about story pitches, synopses and other vagaries of the professional industry. For advanced undergraduates, graduate students, and writers from the community interested in continuing education. Ask for a permission number in 209 Lind Hall.

**EngW 5993 Directed Study in Writing**

**(Sec 001, 002); 1-4 cr; max crs 18, 18 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** By arrangement with individual faculty. For more information, contact the Creative Writing Program at (612) 625-6366.

## Entomology

219 Hodson Hall: 612/624-3636

**Ent 4015 Ornamentals and Turf Entomology**

**(Sec 001); 3 cr; prereq 1xxx course in biol or hort or forest resources; meets DELM req of classroom**

**Instructor:** Krischik, Vera Aber

**Description:** This is an introductory course for undergraduate students, graduate students, and professionals with an interest in the management of insects in urban landscapes and in greenhouse, turf and nursery industries. The course examines the principles and implementation of Integrated Pest Management programs to manage pests. IPM is the practice of using a variety of cultural, biological and chemical methods to manage insects. IPM methods include biorational and biological pest controls, monitoring insect populations and the judicious use of chemical pesticides applied at the most vulnerable time in an insect's life history. Pest life histories, risk potential, and biological control potential are reviewed. One goal of IPM is to reduce any harmful impact chemicals may have on beneficial

insects, wildlife or water quality. This is a web-based course using the CUES website ([www.entomology.umn.edu/cues](http://www.entomology.umn.edu/cues)) and other IPM resources on the web. The required textbook is V. Krischik and J. Davidson. 2004. IPM of Midwest Landscapes. UMN extension number SB-07645 Questions? try [krisc001@umn.edu](mailto:krisc001@umn.edu) website.

**Class time:** 60% lecture, 10% Closed Circuit TV, 5% Discussion, 25% Laboratory

**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 4 exams, ten web-based quizzes

**Grade:** 20% mid-semester exam(s), 20% final exam, 30% quizzes, 25% lab work, 5% problem solving

**Exam format:** Essay and multiple choice

**Course URL:** <http://www.entomology.umn.edu/cues>

**Ent 4021 Honey Bees and Insect Societies**

**(Sec 001); 3 cr; prereq Biol 1009 or instr consent; meets DELM req of classroom**

**Instructor:** Spivak, Marla !!COAFES Distinguished Tchg Awd!!

**Description:** The course is designed to study the fascinating natural histories and behaviors of honey bees and other social insects (native social bees, some wasps, ants, and termites). These insect societies demonstrate cooperative behavior and collective decision-making with no central authority. Lecture topics include the evolution of social behavior, pheromones and communication, current theories on the division of labor and self-organization, the "superorganism" concept, and social parasitism. This course will appeal to students from a diversity of backgrounds: biology (ecology, zoology, botany/horticulture, agronomy and sustainable agriculture), psychology and political science, and is open to both undergraduates and graduate students. The objectives of the course are: 1) to apply the general principles of biology, entomology and behavior to the study honey bees and other social insects; 2) to stimulate students to think analytically about selected research topics (e.g., whether honey bees use the information encoded in the dance "language"); 3) obtain hands-on experience with management of honey bees and native bee pollinators; and 4) encourage students to actively participate in their education. For students with continuing interest in honey bee management and research, a 3-week field course is offered during the Intersession (May/June).

**Class time:** 50% lecture, 25% Discussion, 25% Laboratory

**Work load:** 50-100 pages of reading per week, 4 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 30% final exam, 30% problem solving

**Exam format:** Essay

**Ent 4096 Professional Experience Program: Internship**

**(Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; S-N only; prereq COAFES jr or sr, complete internship contract available in COAFES Career Services before enrolling, UC only, instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Professional experience in entomology firms or government agencies through supervised practical experience; evaluative reports and consultations with faculty advisors and employers.

**Ent 5021 Insect Taxonomy and Phylogeny**

**(Sec 001); 4 cr; meets DELM req of classroom**

**Instructor:** Holzenthal, Ralph W !!COAFES Distinguished Tchg Awd!!

**Description:** This course covers evolution, classification, identification of orders and families of adult insects. The objectives are: 1. To familiarize the student with the characteristics used in the identification of adult insects to a family. 2. To familiarize the student with the evolution and classification of the insect orders. 3. To familiarize the student with the techniques of collecting and curating insects and with reconstructing phylogenies. Text: Borror, D.J., C.A. Tripplehorn, N.F. Johnson. 1989. "An Introduction to the Study of Insects", 6th ed. Saunders College Publishing.

**Class time:** 50% lecture, 50% Laboratory  
**Work load:** 2 exams, Four lab quizzes  
**Grade:** 33.3% mid-semester exam(s), 33.3% final exam, 33.3% quizzes  
**Exam format:** Essay

**Ent 5361 Aquatic Insects**

**(Sec 001); 4 cr; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Ferrington Jr, Leonard Charles

**Description:** This course is designed for upper level undergraduate (junior and senior) and graduate students with interests in General Biology, Entomology, Aquatic Ecology, Limnology, Water Resources or Conservation Biology. Course content includes lectures, independent readings, and laboratory and field exercises. Students with no previous formal training in Entomology are encouraged to enroll, as an overview of basic entomological concepts will be presented during the first few weeks of class. The text will be Merritt & Cummins (eds), "An Introduction to the Aquatic Insects of North America"; Third Edition (1996), and photocopies of selected journal articles will be provided. Lectures will focus on taxonomy, external morphology, life cycles, mating and foraging behaviors, evolution and natural history of insect orders with aquatic species. Lab work will consist of learning to use identification guides and published keys to identify aquatic insects to Order, family, and in some instances, genus. Field exercises will consist of general collecting methods for lake and stream or river sampling, plus qualitative surveys of local habitats. Uses of aquatic insects in determining water quality and impact of pollutants will also be discussed. A collection of aquatic insects, identified to family, is required. This class is web enhanced. URL will be provided first day of class.

**Class time:** 50% lecture, 50% Laboratory

**Work load:** 25 pages of reading per week, 2 exams, Lab quizzes and a final exam

**Grade:** 20% final exam, 20% quizzes, 20% lab work, 40% There will be two mid-semester exams counting 20% each.

**Exam format:** Take home, with combination of multiple choice and short answer essay

**Ent 5900 Basic Entomology**

**(Sec 101, 105, 119-121); 1-6 cr; max crs 12; prereq instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Opportunity to make up certain deficiencies in biological background.

**Ent 5910 Special Problems in Entomology**

**(Sec 101, 105, 119-121); 1-6 cr; max crs 10, 10 repeats allowed; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Individual field, lab, or library studies in various aspects of entomology.

**Ent 5920 Special Lectures in Entomology**

**(Sec 001); 1-3 cr; max crs 3, 3 repeats allowed; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Lectures or laboratories in special fields of entomological research given by a visiting scholar or regular staff member.

## Environmental Sciences, Policy, and Management

**ESPM 1011 Issues in the Environment**

**(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom**

**Instructor:** Arnold, Todd W.

**Description:** This course is an introductory, interdisciplinary survey of environmental issues that explores the connections between environmental sciences, policy, and management and personal, professional, and civic responsibility. On Mondays and Wednesdays, the instructors and a variety of guest speakers will introduce students to topics of current environmental concern, and on Fridays students will discuss these issues in small groups. The course emphasizes the social, political, and economic factors involved in environmental decision-making, and lectures are supplemented with videos and a course web site. The overarching question the course asks is: What should a sustainable society look like, and how should we attempt to achieve it? The specific topics it explores include: population and consumption; energy, climate change, and waste; land use (soils, forests, agriculture, water, and wetlands); and biodiversity (fisheries, wildlife, and endangered and invasive species). The course is intended for first-year students majoring in Environmental Sciences, Policy, and Management and for all students who are interested in the subject and wish to satisfy the University's liberal education requirements for ?Environment Theme? and ?Citizenship and Public Ethics Theme?. The course has no prerequisites and is intended for students with little or no scientific background.

**Class time:** 65% lecture, 35% Discussion

**Work load:** 20 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 4 papers, 3 quizzes

**Grade:** 15% final exam, 25% written reports/papers, 35% special projects, 15% quizzes, 10% class participation

**Exam format:** Short answer and essay

**ESPM 1425 The Atmosphere**

**(Sec 001); Credit will not be granted if credit has been received for: GEOG 1425, GEOG 1425; 4 cr; A-F only; both Soil 1425 and 1426 must be completed to count for Phys Sci/L CLE req; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom**

**Instructor:** Griffis, Timothy John

**Description:** The goal of ES 1425 is to introduce the basic physical, chemical and biological processes that drive changes in Earth's weather and climate. Topics will include: radiation and energy exchange; greenhouse effect; stratospheric ozone depletion; severe weather hazards; general circulation of the atmosphere; climate teleconnections including El Nino, and impacts of human activities on climate. Weekly field and computer labs will be used to investigate how weather and climate data are measured, analyzed and interpreted. All lecture and lab material will be made available on the course web site.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 30 pages of reading per week, 4 exams, 8 lab assignments, and 1 review crossword per week

**Grade:** 30% mid-semester exam(s), 30% final exam, 10% class participation, 30% lab work

**Exam format:** Multiple choice, short answer, short essay

**Course URL:**

<http://www.soils.umn.edu/academics/classes/soil1425>

**ESPM 3001 Treaty Rights and Natural Resources**

**(Sec 001); Credit will not be granted if credit has been received for: NRES 5001, NRES 5001, NRES 5001, ENR 5001, ENR 5001, ESPM 5001; 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Spangler, George R !!CNR-RC Newman Tchg Award!!

**Description:** Students will examine contemporary interpretations of the treaty entitlements of Native Americans with respect to on- and off-reservation use of natural resources. The course emphasizes the contrasting historical and cultural interests of American Indian and non-Indian societies in utilizing natural resources, and identifies how these interests are manifest in

treaties, law, government policy and management practices. Students will explore the evidence that historians, ethnohistorians and policy analysts use to reconstruct past events, interpret intent, and formulate laws and government policy in treaty relations with Native Americans. They will learn how the principles of precedent and case law result in the canons of construction guiding modern jurists in interpretation of treaty entitlements. Through a combination of readings, group discussions, interactions with invited guests and experiential learning outside the classroom, we will focus our efforts on understanding the entitlements and obligations pursuant to, especially, the treaties of 1836, 1837, 1842, 1854, and 1855, and the subsequent effects of the Chippewa's contemporary and continuing rights to hunt, fish and gather natural products throughout the ceded territories in the upper Midwest. This course may be applied to the CLE requirements for the "Cultural Diversity" designated theme, and the "History and Social Sciences" diversified core.

**Class time:** 15% lecture, 85% Discussion

**Work load:** 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, A late-night field trip or weekend excursion may be required.

**Grade:** 20% mid-semester exam(s), 20% written reports/papers, 10% quizzes, 10% in-class presentations, 40% class participation

**Exam format:** short answer quizzes

**Course URL:** <http://www.fw.umn.edu/NRES3001>

**ESPM 3011W Ethics and Leadership in Resource Management (Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Blair, Robert B

**Description:** This course will explore the development of the field of environmental ethics by examining natural resource use in Minnesota from the 1700s through today. Specifically, you will 1) develop more fully your personal ethic regarding environmental issues, and practice articulating that ethic in discussion, 2) learn ethical theory and apply it to current environmental issues from forestry to wildlife, from animal rights to agriculture, 3) put your ethical understanding to work in a service learning project in the community and 4) finally, you will refine your writing skills. The format includes reading, discussion groups, weekly quizzes, several papers, and a service learning project. NOTE: THE SERVICE LEARNING PROJECT IS A MAJOR COMPONENT OF THE CLASS. IT REQUIRES THAT YOU VOLUNTEER AT A TWIN CITIES NON-PROFIT OR GOVERNMENTAL ORGANIZATION FOR APPROXIMATELY 2 HOURS PER WEEK FOR THE ENTIRE SEMESTER. Study questions will be available on WebCT.

**Class time:** 10% lecture, 65% Discussion, 25% Service Learning Project

**Work load:** 50 pages of reading per week, 30 pages of writing per semester, 1 exams, 3 papers

**Grade:** 15% final exam, 25% written reports/papers, 35% quizzes, 25% Service Learning Project

**Exam format:** Short essay

**ESPM 3131 Environmental Physics (Sec 001); 3 cr; A-F only; prereq Phys 1101; meets DELM req of classroom**

**Instructor:** Wang, Dong

**Description:** The science of environment constitutes many complex processes that may be studied collectively and synergistically from a physical, chemical, biological, or social-economic perspective. An apparent concern to environmental scientists is the understanding and resolution of environmental pollution that can be broadly defined as the addition of any substance or energy to parts of the ecosystem that ultimately harm mankind. The complexity of an even seemingly simple environmental problem can be enormous. In this class, we will, using basic concepts and principles of classic and modern physics, examine a broad range of environmental problems arising from the interaction between humans and the natural environment. We will explore quantitative interactions

between the physical environment and living organisms by means of thermodynamics and physics of mass and energy exchange. We will develop definitions and basic concepts of environmental state variables such as temperature, humidity, wind, and radiation. We will also discuss various forms of pollution (land, water, and air), transport mechanisms of the pollutants, and anthropogenic greenhouse gas emissions and global climate change. In addition to the physical principles, we will also briefly discuss social and societal issues of environmental problems that place environmental science in a broader social-economic context. The course will be web enhanced.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 10 pages of reading per week, 3 exams

**Grade:** 40% mid-semester exam(s), 30% final exam, 20% quizzes, 10% class participation

**Exam format:** Multiple choice and short answer

**Course URL:**

<http://www.soils.umn.edu/academics/classes/ES3211/>

**ESPM 3207 Emerging Issues in Tropical Agriculture and Forestry: Costa Rica**

**(Sec 001); Credit will not be granted if credit has been received for: NRES 5207, ENR 5207, ENR 5207, ENR 5207, ESPM 5207; 3 cr; prereq [Jr or sr], instr consent ; meets DELM req of classroom**

**Instructor:** Current, Dean Alan

**Description:** Based at the Tropical Agricultural and Higher Education Center (CATIE) in Costa Rica this course offers a balance between scientific background information and applied fieldwork and hands-on experiences. The environments to be explored range from tropical high- to low-elevation forests and from conventional high-input farms to sustainable organic and bird-friendly coffee, cocoa and banana plantations. Costa Rica has been a pioneer in payments for environmental services, certification of forest products, ecotourism, and other environmental programs. Learn about these innovative programs using coffee systems and natural and managed forests as models and learn to understand how Costa Rica is able to 'Produce while Conserving and Conserve while Producing'. The course uses a sustainable development framework to present current natural resource management issues in Costa Rica.

**Class time:** 25% lecture, 25% Discussion, 50% field study

**Work load:** 1 exams, 1 papers

**Grade:** 40% written reports/papers, 10% special projects, 40% class participation, 10% Pre departure seminar

**Exam format:** short essay

**ESPM 3211 Survey, Measurement, and Modeling for Environmental Analysis**

**(Sec 001); Credit will not be granted if credit has been received for: NRES 5211, NRES 5211, NRES 5211, ENR 5211, ESPM 5211; 3 cr; prereq [Math 1031 or Math 1051], [Stat 3011 or FW 4001], computer competency; meets DELM req of classroom**

**Instructor:** Ek, Alan Ryan

**Description:** Introduction to survey, measurement, and modeling concepts and methods for study of natural resources and environmental issues. Emphasis on survey design for data collection, estimation, and analysis for variables and issues encompassing land, water, air, vegetation, animal, soil, and human or social variables. Instruction focused on practical understanding using diverse examples. Offered every spring.

**Class time:** 60% lecture, 10% Discussion, 30% Laboratory

**Work load:** 10 pages of reading per week, 12 pages of writing per semester, 5 exams, 8 problem assignments

**Grade:** 10% written reports/papers, 50% quizzes, 40% lab work

**Exam format:** Multiple choice

**Course URL:** <http://www.cnr.umn.edu/FR>

**ESPM 4021W Environmental Impact Statements (Sec 001); 3 cr; prereq [AgEc 4611 or instr consent], [jr or sr], 16 cr of science; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Cooper, Terence H

**Description:** Roles of governmental agencies, consultants, and private citizens in the EIS process. Students will read EIS, EAW and analyze their content and scope, and prepare an EAW and an EIS according to Minnesota EQB guidelines.

**Class time:** 20% lecture, 40% Discussion, 20% Laboratory

**Work load:** 20 pages of reading per week

**Grade:** 15% mid-semester exam(s), 15% final exam, 60% written reports/papers, 10% special projects

**Exam format:** Essay short answer

**Course URL:** <http://www.soils.umn.academic/classes/soil4021>

#### ESPM 4200H Honors Seminar

**(Sec 001, 002); 1 cr; A-F only; prereq ENR upper div honors, instr consent ; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Topics presented by faculty, students, guest speakers. Lecture/discussion. Offered every fall and spring.

#### ESPM 4801H Honors Research

**(Sec 001, 002); 2 cr; A-F only; prereq ENR upper div honors, instr consent; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Independent research project supervised by faculty member.

#### ESPM 4802H Honors Research

**(Sec 001, 002); 2 cr; A-F only; prereq ENR upper div honors, instr consent; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Completion of honors thesis. Oral report.

#### ESPM 4811 Environmental Interpretation

**(Sec 001); Credit will not be granted if credit has been received for: NRES 5811, NRES 5811, NRES 5811, ENR 5811, ESPM 5811; 3 cr; A-F only; prereq Jr or sr or grad student; meets DELM req of classroom**

**Instructor:** Carlson, Stephan Paul

**Description:** This course is designed to be an introduction to the broad range of natural, cultural and environmental interpretation. Students will develop skills and knowledge on communication, visitor behavior, and management activities for recreational settings such as parks, zoos, visitor centers and museums. Emphasis is placed on interpretive talks, slide shows, displays, walks, brochures, graphic media, self guided trails and evaluations. The class offers a variety of activities designed to engage students and reflect learning methodologies of informal recreational settings. Undergraduate/major and non-major students are required to be active participants in their learning.

**Class time:** 60% lecture, 25% Discussion, 15% Laboratory

**Work load:** 40 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers, 2 group projects

**Grade:** 15% mid-semester exam(s), 15% final exam, 15% written reports/papers, 25% special projects, 10% in-class presentations, 5% class participation, 10% problem solving, 5% Field work on trails

**Exam format:** Essay, fill in the blanks

#### ESPM 5001 Treaty Rights and Natural Resources

**(Sec 001); Credit will not be granted if credit has been received for: NRES 3001, NRES 3001, NRES 3001, ENR 3001, ENR 3001, ESPM 3001; 3 cr; A-F only; prereq Grad student or instr consent ; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** Spangler, George R !!CNR-RC Newman Tchg Award!!

**Description:** Students will examine contemporary interpretations of the treaty entitlements of Native Americans with respect to on- and off-reservation use of natural resources. The course emphasizes the contrasting historical and cultural interests of

American Indian and non-Indian societies in utilizing natural resources, and identifies how these interests are manifest in treaties, law, government policy and management practices. Students will explore the evidence that historians, ethnohistorians and policy analysts use to reconstruct past events, interpret intent, and formulate laws and government policy in treaty relations with Native Americans. They will learn how the principles of precedent and case law result in the canons of construction guiding modern jurists in interpretation of treaty entitlements. Through a combination of readings, group discussions, interactions with invited guests and experiential learning outside the classroom, we will focus our efforts on understanding the entitlements and obligations pursuant to, especially, the treaties of 1836, 1837, 1842, 1854, and 1855, and the subsequent effects of the Chippewa's contemporary and continuing rights to hunt, fish and gather natural products throughout the ceded territories in the upper Midwest.

**Class time:** 15% lecture, 85% Discussion

#### ESPM 5111 Hydrology and Water Quality Field Methods

**(Sec 001); Credit will not be granted if credit has been received for: NRES 3111, ENR 3111, ENR 3111, ESPM 3111; 3 cr; A-F only; prereq Grad student or instr consent ; meets DELM req of classroom**

**Instructor:** Magner, Joe

**Description:** This course will help prepare you for future TMDL work. Helping you build a toolbox of field skills and knowledge will aid your future hydrologic or environmental career. We spend some time in the classroom but most of the time we climb into a van and go to NOAA, USGS, and MPCA for insight and training during the first 6-7 Thursdays. We skip some Thursdays in March and April to travel on a Saturday to the Knife River along the North Shore, see mud volcanoes in Deer Creek, assess sinkholes/springs in western WI, and measure streamflow in the Minnesota River valley. You need to make 2 of 3 all day trips in April.

**Class time:** 25% lecture, 10% Discussion, 65% Field

**Work load:** 5-10 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 papers, Papers will be peer reviewed

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 20% in-class presentations, 5% Peer review

**Exam format:** Essay

#### ESPM 5207 Emerging Issues in Tropical Agriculture and Forestry: Costa Rica

**(Sec 001); Credit will not be granted if credit has been received for: NRES 3207, ENR 3207, ENR 3207, ESPM 3207; 3 cr; prereq Grad student, instr consent ; meets DELM req of classroom**

**Instructor:** Current, Dean Alan

**Description:** Based at the Tropical Agricultural and Higher Education Center (CATIE) this course offers a balance between scientific background information and applied fieldwork and hands-on experiences. The environments to be explored range from tropical high- to low-elevation forests and from conventional high-input farms to sustainable organic and bird-friendly coffee, cocoa and banana plantations. Costa Rica has been a pioneer in payments for environmental services, certification of forest products, ecotourism, and other environmental programs. Learn about these innovative programs using coffee systems and natural and managed forests as models and learn to understand how Costa Rica is able to 'Produce while Conserving and Conserve while Producing'. The course uses a sustainable development framework to present current natural resource management issues in Costa Rica.

**Class time:** 25% lecture, 25% Discussion, 50% field study

**Work load:** 1 exams, 1 papers

**Grade:** 40% written reports/papers, 10% special projects, 40% class participation, 10% Pre departure seminar

**Exam format:** short essay

#### ESPM 5211 Survey, Measurement, and Modeling for

**Environmental Analysis**

**(Sec 001); Credit will not be granted if credit has been received for: NRES 4211, NRES 3211, NRES 3211, NRES 3211, ENR 3211, ENR 3211, ESPM 3211; 3 cr; prereq Grad student or instr consent; meets DELM req of classroom**  
**Instructor:** Ek, Alan Ryan

**Description:** Introduction to survey, measurement, and modeling concepts and methods for study of natural resources and environmental issues. Emphasis on survey design for data collection, estimation, and analysis for variables and issues encompassing land, water, air, vegetation, animal, soil, and human or social variables. Instruction focused on practical understanding using diverse examples. Offered every spring.

**ESPM 5601 Principles of Waste Management**

**(Sec 001); 3 cr; A-F only; prereq 1125 or 2125, Biol 1002/1009 or Chem 1021, Stat 3011, ApEc 1101 or instr consent ; meets DELM req of classroom**

**Instructor:** Halbach, Thomas R.

**Description:** The goal of this course is to provide the student with an understanding of the basic principles and issues of waste management. We consider regulations, problems, and solutions in managing and remediating the waste stream generated by today's society. Topics include: waste stream dynamics, municipal solid waste, composting, and waste to energy, ash disposal, recycling, landfills, land application, waste reduction, regulatory requirements, trends, soils and case studies. This course is taught from a soils perspective with emphasis on practical application and innovation. Teaching techniques include: lecture, readings, tours, 15 written assignments, a term paper, and a final written exam. Work load: 25 - 75 pages of reading per week, 30 - 40 pages of writing per semester.

**Class time:** 60% lecture, 20% Discussion, 15% Laboratory, 5% tours of compost sites

**Work load:** 75 pages of reading per week, 40 pages of writing per semester, 2 exams, 1 papers, 15 assignments

**Grade:** 10% mid-semester exam(s), 20% final exam, 30% written reports/papers, 40% problem solving

**Exam format:** closed book

**ESPM 5811 Environmental Interpretation**

**(Sec 001); Credit will not be granted if credit has been received for: NRES 4811, NRES 4811, NRES 4811, ENR 4811, ESPM 4811; 3 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom**

**Instructor:** Carlson, Stephan Paul

**Description:** Natural Resources Interpretation is a course designed for undergraduate and graduate students in Natural Resources, Biological Sciences or Cultural Science, who want to work with public audiences as a Naturalist, Interpreter, Museum Educator, Science Educator, Visitor Studies Specialist, or Museum Docents/Guides. The course is designed to provide the needed skills and knowledge to work with National and State Parks, Visitor Centers, Public Gardens, Historical Parks, Zoos, and Nature Centers. The course covers the role and scope of interpretation along with basic communication theory and skills. It emphasizes audience understanding as it applies to various medias or modes of delivery. It emphasizes both personal and non-personal methods of information delivery, i.e., talks, slide shows, multi-media, trail signs, brochures, maps and exhibits. Student assessment is through team projects, tests, topic paper, class activities, interpretive talk and final project.

**Class time:** 60% lecture, 25% Discussion, 15% Laboratory

**Work load:** 40 pages of reading per week, 35 pages of writing per semester, 2 exams, 1 papers, Two group projects

**Grade:** 15% mid-semester exam(s), 15% final exam, 15% written reports/papers, 25% special projects, 10% in-class presentations, 15% problem solving, 5% Field work on trails

**Exam format:** Essay

**FSoS 1101 Intimate Relationships**

**(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Caron PhD, Wayne Allan !!CHE Buckman Award; CHE McFarland Outstand Tchg Aw; Outstanding Service Award!!

**Description:** Focuses on couple dynamics and gives an overview of how to develop, maintain, and terminate an intimate relationship. Relationship skills and issues including communication, conflict resolution, power, and roles are discussed. The course objectives are to provide an overview of these topics as well as a deeper appreciation and awareness of their importance. General topics to be covered include dating, cohabitation, marriage, sexual orientation, gender roles and power, communication and conflict resolution, relationship problems (abuse, infidelity, divorce) and couple enrichment and couple therapy.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 50 pages of reading per week, 30-40 pages of writing per semester, 5 exams, 1 papers

**Grade:** 33% mid-semester exam(s), 33% final exam, 33% special projects

**Exam format:** multiple choice

**Course URL:** <http://fsos.che.umn.edu/courses/sp2000-ug.html>

**FSoS 1301 Cash or Credit: You Need to Know**

**(Sec 001); 1 cr; A-F only; prereq Fr or soph or PSEO; meets DELM req of classroom**

**Instructor:** Zuiker, Virginia Solis !!Outstanding Achievement Award!!

**Description:** College students are referred to as "America's newest class of debtors" by the media. They are targeted for easy-to-get credit cards and also may have large student loans. FSoS 1301 is a course that provides PSEO students, freshmen and sophomore students with factual information about basic money management skills. The great thing about this class is that the topics covered in class can be applied to every day life, even the life that exists outside of college. This is an on-line, interactive learning based class.

**Class time:** 100% distance learning, web-based

**Work load:** 10-20 pages of reading per week, 6 pages of writing per semester, 5 exams, 3 papers, Self Assessment Activity

**Grade:** 40% written reports/papers, 60% quizzes

**Exam format:** multiple choice

**Course URL:** <http://www.collegelife.umn.edu/fsoscourse.shtm>

**FSoS 2101 Preparation for Working With Families**

**(Sec 001); 2 cr; A-F only; meets DELM req of classroom**

**Instructor:** Goodman, William Joseph !!CHE McFarland Outstand Tchg Aw!!

**Description:** This course is designed to be a systematic preparation for upper division education, research and field internships, and career possibilities in Family Social Science. Central to the focus of this course is also the advancement of students' thinking power by utilizing five levels of thinking outlined by Bloom, 1956. These five levels: knowledge, comprehension, application, analysis and synthesis are used in responding to the course text, "Becoming a Helper" by Marianne and Gerald Corey (2003) and workbook assignments. Book and class topics include the following: Are the Helping Professions for You? Getting the Most from Your Education and Training, Stages in the Helping Process, Common Concerns of Beginning Helpers, Ethical Issues Facing Helpers, Values and the Helping Relationship, Cultural Diversity in the Helping Professions, Working in the Community, Working with Groups, Working with the Family, Understanding Life Transitions, Stress and Burnout, and The Challenge of Retaining Your Vitality. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB.

**Class time:** 20% lecture, 40% Discussion, 20% Laboratory

**Work load:** 25 pages of reading per week, 100 pages of writing per semester, 1 papers, Contract grading

**Grade:** 0% Contract grading

**Family Social Science**

*290 McNeal Hall: 612/625-1900*

**Course URL:**

<http://fsos.che.umn.edu/goodman/fsos2101/default.html>

**Course URL:**

<http://fsos.che.umn.edu/zuiker/fsos3101/default.html>

**FSoS 2103 Family Policy**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This is a course about families and government policy. The study of government policy is essentially the study of how people create an organized society. In most nations, laws or other government policies are the means used to organize a society. In this course, we will specifically study laws or other government policies that effect family well-being. In doing so, we will take a cross-national approach. That means you will learn about laws and policies affecting family well-being in the U.S. and in other nations. We will focus primarily on trying to understand how different societies organize themselves (i.e., create the laws or policies) in response to family needs. To facilitate class discussion, you will often be asked to form into small discussion groups. Later in the semester, you will be asked to join a policy analysis group. You will work with the members of your group to analyze a family policy and prepare policy testimony. Please use the first few class days to get to know your classmates so you will be able to make a good choice about your policy analysis group.

**FSoS 2105 Methods in Family Research**

**(Sec 001); Credit will not be granted if credit has been received for: FSOS 4105, FSOS 4105, FSOS 4105; 3 cr; meets DELM req of classroom**

**Instructor:** Caron PhD, Wayne Allan !!CHE Buckman Award; CHE McFarland Outstand Tchg Aw; Outstanding Service Award!!

**Description:** This course is designed to give students a basic understanding of social science research methods, particularly as they apply to questions about the family. The scientific method, the major questions and objectives of family research, data gathering, analysis, reporting and social issues will be explored and examined.

**Grade:** 25% final exam, 33% quizzes, 42% worksheets

**FSoS 2191 Independent Study in Family Social Science**

**(Sec 001-016); 1-4 cr; max crs 12, 12 repeats allowed; prereq Soph, instr consent; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

**FSoS 3101 Personal and Family Finances**

**(Sec 001); 3 cr; prereq At least soph or instr consent; meets DELM req of classroom**

**Instructor:** Zuiker, Virginia Solis !!Outstanding Achievement Award!!

**Description:** This course is an analysis of personal and family financial management principles. Students will learn concepts pertaining to the financial planning of savings, investments, credit, mortgages, taxation, life, disability, health, and property insurance; public, private pensions, and estate planning. This course focuses on personal and family finances, not corporate or government finances. It is designed to be applicable to the student's personal life decisions and his/her professional role. This course will address financial pitfalls, economic security, and ways to accumulate wealth. Undergraduate students, students majoring in Family Social Science, and students from other majors are welcome to and could learn from this class.

**Class time:** 25% lecture, 25% Discussion, 50% guest speaker

**Work load:** 35 pages of reading per week, 20 pages of writing per semester, 4 exams, personal financial portfolio; pop quizzes

**Grade:** 26% mid-semester exam(s), 32% final exam, 10% quizzes, 32% Personal financial portfolio

**Exam format:** multiple choice

**FSoS 3102 Family Systems and Diversity**

**(Sec 001); Credit will not be granted if credit has been received for: FSOS 5101, FSOS 5101; 3 cr; prereq At least soph or instr consent; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Amarapurkar, Sayali S

**Description:** In this course students will apply family systems theory and other family theories to dynamics/processes relevant to family life. Diversity issues related to gender, ethnicity, sexual orientation, disability as well as emergent family forms (divorce, single parenthood, remarriage) will be discussed in the context of the latest research. This course satisfies the University's CLE requirements as a core social science course, which means it includes knowledge of how social scientists describe and analyze human experiences and behavior; study the interrelationships among individuals, institutions, structures, events, and ideas. It also offers understanding of the roles individuals and families play in their historical, cultural, social, economic, and political worlds. This course also satisfies the University's CLE requirements as a cultural diversity course, which means it offers understanding of the roles gender, ethnicity, and race play in structuring the human experience in (and development of) the social and cultural fabric of the United States. A collaborative and participatory classroom environment will be created through the use of several instructional strategies such as mini-lectures, video clips, small group discussions, large group discussions, case studies, think-pair-share, reflection pieces and quizzes.

**Class time:** 50% lecture, 30% Discussion, 20% Videos

**Work load:** 25 pages of reading per week, 20 pages of writing per semester, 2 exams, 10 quizzes, 10 short reflection pieces

**Grade:** 14% mid-semester exam(s), 30% final exam, 14% written reports/papers, 30% quizzes, 12% Video workshops

**Exam format:** multiple choice, fill in the blank, short answer

**FSoS 3104 Global and Diverse Families**

**(Sec 001); Credit will not be granted if credit has been received for: FSOS 4102, FSOS 4102, FSOS 4102, FSOS 4102; 3 cr; prereq at least Soph or instr consent; meets DELM req of classroom**

**Instructor:** Rosenblatt, Paul C !!Morse Alumni Award; Outstanding Achievement Award!!

**Description:** Perspective on family dynamics of various racial/ethnic populations in the United States and other countries in the context of national and international economic, political, and social processes. Topics include learning how to understand other individuals and cultures in their own terms and in terms of local, national, and world wide systems; human rights issues; gender and sexual orientation in cross-cultural perspective; theories about racism, privilege, and whiteness; African-American families; American Indian families; Mexican-American families; Hmong and other recent immigrant families from Southeast Asia; Somali and other recent immigrant families from Northeast Africa; interracial/intercultural families; population policy; and economic, monetary, and trade policy.

**Class time:** 45% lecture, 25% Discussion, 30% videos and discussion of videos

**Work load:** 75 pages of reading per week, 5 pages of writing per semester, 7 exams, 1 papers

**Grade:** 44% final exam, 11% written reports/papers, 44% quizzes

**Exam format:** choice between essay and mostly multiple choice

**FSoS 3191 Independent Study in Family Social Science**

**(Sec 001-016); 1-5 cr; max crs 12, 12 repeats allowed; prereq Jr, instr consent; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** The independent study course is for field, library, and laboratory research in family social science. The topics,

course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

#### **FSoS 3429 Counseling Skills Practicum I**

**(Sec 001); Credit will not be granted if credit has been received for: FSOS 5429, FSOS 5429, FSOS 5429, FSOS 5429; 3 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Development of competency in basic counseling skills. Topics include: counselor needs/motivations, non-verbal communication, empathy (basic and advanced), identifying strengths, maintaining focus, challenging discrepancies, use of self. Emphasis on building from client strengths. Focus on learning through role-playing.

**Class time:** 25% lecture, 25% Discussion, 50% role-play skill development

**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 1 exams, 1 papers, weekly workbook

**Grade:** 30% final exam, 20% written reports/papers, 25% class participation, 25% problem solving

**Exam format:** role play

#### **FSoS 4101 Sexuality and Gender in Families and Close Relationships**

**(Sec 001); 3 cr; prereq At least jr or instr consent ; meets DELM req of classroom**

**Instructor:** Meyer, Cynthia Jo

**Description:** Sexuality and Gender in Families and Close Relationships provides students an opportunity to learn about current research in the field of sexuality, develop comfort applying this information in professional settings, utilize and develop critical thinking skills to examine evidence and biases in the field of sexual science, and to clarify and confirm sexual values as well as understand the impact these values have on one's personal and professional relationships. A variety of topics will be covered including family communication and sexuality education, body image, gender development and development of gender roles, sexuality research, developing healthy sexuality in children, adolescent sexuality, attraction and intimacy, mate selection and other sexuality related topics of importance to relationships and families

**Class time:** 60% lecture, 30% Discussion, 10% small group presentations and film

**Grade:** 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 10% special projects, 10% class participation

**Exam format:** multiple choice

#### **FSoS 4104W Family Psychology**

**(Sec 001); 3 cr; prereq At least jr or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Meyer, Cynthia Jo

**Description:** Family Psychology addresses processes that take place in families of origin, families of choice and other close relationships within diverse social contexts. Emphasis is placed on evaluating current research on family dynamics within and across generations. In addition to looking at Family Systems Theory, specific topics include: family rituals, biology and family interactions, marital interactions, adoption, lesbian and gay families, aging, and family therapy. While the emphasis is on understanding current family research, the course also focuses on ways the material can be applied to the student's family and relationships as well as professional interactions with clients. Family Psychology is a writing intensive course which means that the course grade is directly tied to both the quality of writing as well as knowledge of the subject matter.

**Class time:** 50% lecture, 40% Discussion, 10% films and videos

**Work load:** 80-100 pages of reading per week, 22 pages of writing per semester, 1 exams, 2 papers, one small group presentation

**Grade:** 30% final exam, 60% written reports/papers, 5% in-class presentations, 5% class participation

**Exam format:** multiple choice and short essay

#### **FSoS 4152 Gay, Lesbian, and Bisexual People in Families (Sec 001); 3 cr; prereq At least jr or instr consent; meets DELM req of classroom**

**Instructor:** Meyer, Cynthia Jo

**Description:** This course is designed to examine gay, lesbian, bisexual people in families and their unique contribution to the understanding of diversity among families. Current research, theory, and opportunities for self-reflection will be pathways to learn more about the diverse experiences of those who participate in families with gay, lesbian, and bisexual members. Course topics will include: definitions of "family", mythologies, coming-out, identity, homophobia, gender, family of origin, social networks, intimacy, sexuality, children, parenting, aging, AIDS and ethnicity. Methodological issues in research and clinical issues for these families will also be examined. Additionally, developmental, economic, social-political, and feminist theory will be applied to enrich perspectives of gay, lesbian, and bisexual people in families. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB. All students are invited to take this course.

#### **FSoS 4154W Families and Aging**

**(Sec 001); 3 cr; prereq At least jr or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Caron PhD, Wayne Allan !!CHE Buckman Award; CHE McFarland Outstand Tchg Aw; Outstanding Service Award!!

**Description:** Aging families from diverse socio-economic and cultural groups are examined as complex multigenerational systems interacting within ever-changing social structures. Changing demographics and social/cultural forces have created a unique period where family life includes more elders than ever before. This course provides an overview of aging in our society as it relates to the family system. The emphasis will be on the family as a complex system containing multiple generations. There is a special emphasis on the critical application of family theories to major internal and external issues confronting families with elders in this stage of the life course. Intergenerational family dynamics, late life developmental transitions, relationships and caregiving for frail elders will be investigated. Ethnicity, class, and gender are aspects that will be examined from the context of issues that confront families with elders.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 5 exams, 1 papers

**Grade:** 33% final exam, 33% written reports/papers, 33% quizzes

**Exam format:** Multiple choice with short essay question

#### **FSoS 4155 Parent-Child Relationships**

**(Sec 001); 3 cr; A-F only; prereq At least jr or instr consent; meets DELM req of classroom**

**Instructor:** Magistad, Beth Maddock

**Description:** This course will cover historical and modern theories of parent-child relationships in families across the life span. Students will explore the complexity of parent-child relationships found across families and cultures in the United States. The course has both personal and professional application. This course will be web enhanced with WebCT.

**Class time:** 70% lecture, 10% Discussion, 20% films, class activities, group work

**Work load:** 50 pages of reading per week, 15 pages of writing per semester, 4 exams, 1 papers

**Grade:** 13% mid-semester exam(s), 13% final exam, 13% written reports/papers, 13% special projects, 26% quizzes, 7% in-class presentations, 13% class participation

**Exam format:** Multiple choice

#### **FSoS 4156 Legal-Economic Controversies in Families**

**(Sec 001); 3 cr; prereq 3101 or instr consent; meets DELM req of classroom**

**Instructor:** Rettig PhD, Kathryn K.

**Description:** The purpose of the course is to practice critical thinking applied to controversial family issues in order to develop

competencies for effective participation in public decision-making processes. Competencies that are important for letters to editors, legislative testimony, public speeches, and written papers include: stating and analyzing the controversy, understanding types of reasoning, presenting affirmative and negative arguments, separating fact from judgement/beliefs from knowledge, and inductive and deductive reasoning. Competencies in reasoned public decision making are needed in a world where the issues that confront us are increasingly more complex and unprecedented. The course is intended for advanced undergraduates and beginning graduate students. It is multi-disciplinary and integrates content of family relationships, family economics and law, family policy, family financial management and decision making. The course is taught by lecture, discussion, small group controversial discussions, argumentation and debate, and written arguments. There are frequent short writing assignments and a final written paper presenting both pro and con arguments for a student-chosen controversy, as well as midterm and final exams.

**Class time:** 20% lecture, 40% Discussion, 20% Group work, controversy arguments in debate

**Work load:** 30 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 5% in-class presentations, 5% class participation

**FSoS 4191 Independent Study in Family Social Science (Sec 001-016); 1-4 cr; max crs 12, 12 repeats allowed; prereq Sr, instr consent; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

**FSoS 4294 Research Internship (Sec 001-016); 1-4 cr; max crs 4, 1 repeat allowed; prereq [FSOS major, at least jr] or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Students work on research projects with Family Social Science faculty that may include research planning, proposal writing, literature review, data collection, data coding and/or cleaning, data analysis and research reporting.

**Course URL:** <http://fsos.che.umn.edu/courses/sp2000-ug.html>

**FSoS 4296 Field Study: Working With Families (Sec 001); 1-12 cr; max crs 12, 4 repeats allowed; S-N only; prereq [2101, at least jr] or instr consent; meets DELM req of classroom**

**Instructor:** Goodman, William Joseph !!CHE McFarland Outstand Tchg Aw!!

**Description:** This course consists of 180 hours of directed paraprofessional work experience related to the student's applied interest. While the unit of focus is on families throughout this course, student involvement in agencies may range from working with the Minnesota State Legislature (Family Policy) to Family Financial Counseling (Family Economics) to Nursing Homes (Family Health Care). A multitude of Minnesota State, National, and International social service agencies are utilized in providing students with an experience that best advances their thinking and working. This course is further designed to integrate the whole of a student's undergraduate work by requiring students to complete a professional portfolio suitable for use during job interviews upon graduation. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB. This course is for Family Social Science undergraduate majors only.

**Class time:** 100% Discussion

**Work load:** 1 portfolio project

**Grade:** 5% in-class presentations, 5% lab work, 90% community

service

**Course URL:**

<http://fsos.che.umn.edu/goodman/fsos4296/default.html>

**FSoS 5193 Directed Study in Family Social Science (Sec 001-016); 1-6 cr; max crs 6, 1 repeat allowed; prereq FSoS or grad student in related field; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The directed study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

**FSoS 5429 Counseling Skills Practicum I (Sec 001); Credit will not be granted if credit has been received for: FSOS 3429, FSOS 3429, FSOS 3429, FSOS 3429; 3 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Development of competency in basic counseling skills. Topics include: counselor needs/motivations, non-verbal communication, empathy (basic and advanced), identifying strengths, maintaining focus, challenging discrepancies, use of self. Emphasis on building from client strengths. Focus on learning through role-playing.

**Class time:** 25% lecture, 25% Discussion, 50% role-play skill development

**Work load:** weekly workbook

**Grade:** 30% final exam, 20% written reports/papers, 25% class participation, 25% problem solving

**Exam format:** role play

## Finnish

205 Folwell Hall: 612/625-2080

**Fin 1002 Beginning Finnish (Sec 001); Credit will not be granted if credit has been received for: FIN 4002, FIN 4002; 5 cr; prereq 1001; meets DELM req of classroom**

**Instructor:** Karvonen, Daniel !!Outstanding Service Award!!

**Description:** In this course, the second half of the first-year language sequence in Finnish, the acquisition of basic proficiency in Finnish that began in FIN 1001 will continue in all four modalities: speaking, listening, reading, and writing. The main textbook for the course is "Supisuomea"(chapters 6-10), which is accompanied by a CD, video, and supplementary materials on the Internet. Students will be exposed to both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture (e.g., songs, movies, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4002 designator (see below) for 2 credits (and reduced tuition).

**Class time:** 20% lecture, 80% Interactive exercises

**Work load:** 1 exams, 3 papers, 5 quizzes, 1 final project

**Grade:** 10% final exam, 21% written reports/papers, 30% quizzes, 6% in-class presentations, 21% class participation, 12% oral interviews

**Exam format:** Short answer, essay, matching

**Fin 1004 Intermediate Finnish (Sec 001); Credit will not be granted if credit has been received for: FIN 4004, FIN 4004; 5 cr; prereq 1003; meets DELM req of classroom**

**Instructor:** Karvonen, Daniel !!Outstanding Service Award!!

**Description:** In this course, the second half of the second-year language sequence in Finnish, students' skills in reading, writing, speaking, and understanding will be further honed and refined.

The main textbook for the course is "Elaman suolaa: Suomen kielen alkeita 2" (chapters 31-40) which is supplemented by "Finnish: An Essential Grammar." The cassette tape accompanying "Elaman suolaa" will be used in class, and students are also encouraged to listen to it in the language lab. Students will continue to learn both the written and spoken varieties of Finnish. Authentic materials reflecting Finnish culture (e.g., songs, movies, TV news broadcasts, newspaper articles, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. This course will prepare students to take the Language Proficiency Exam (LPE), which will be taken near the end of the course. Qualified students may register for this course under the 4004 designator (see below) for 2 credits (and reduced tuition).

**Class time:** 20% lecture, 80% Interactive exercises

**Work load:** 3 exams, 3 papers, 7 quizzes, 1 final project

**Grade:** 18% written reports/papers, 14% quizzes, 5% in-class presentations, 30% class participation, 21% tests, 12% oral interviews

**Exam format:** Short answer, essay, matching

language sequence in Finnish, students' skills in reading, writing, speaking, and understanding will be further honed and refined.

The main textbook for the course is "Elaman suolaa: Suomen kielen alkeita 2" (chapters 31-40) which is supplemented by the optional text "Finnish: An Essential Grammar." The cassette tape accompanying "Elaman suolaa" will be used in class, and students are also encouraged to listen to it in the language lab. Students will continue to learn both the written and spoken varieties of Finnish. Authentic materials reflecting Finnish culture (e.g., songs, movies, TV news broadcasts, newspaper articles, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. This course will prepare students to take the Language Proficiency Exam (LPE), which will be taken near the end of the course. Qualified students may register for this course under the 4004 designator (see below) for 2 credits (and reduced tuition).

**Class time:** 20% lecture, 80% Interactive exercises

**Work load:** 3 exams, 3 papers, 7 quizzes, 1 final project

**Grade:** 18% written reports/papers, 14% quizzes, 5% in-class presentations, 30% class participation, 21% tests, 12% oral interviews

**Exam format:** Short answer, essay, matching

### Fin 3012 Advanced Finnish

**(Sec 001); 3 cr; prereq 3011; meets DELM req of classroom**

**Instructor:** Karvonen, Daniel !!Outstanding Service Award!!

**Description:** This course is the second half of the third-year language sequence in Finnish, and is designed to deepen and hone students' skills in oral and written expression in Finnish. Advanced grammatical constructions which are characteristic of written Finnish will be covered via class handouts and authentic Finnish texts, such as short stories and newspaper articles, which will form the basis for classroom discussions. Students will write three essays, do three short take-home exams, and complete a final project on a topic of their choice.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 3 papers

**Grade:** 24% written reports/papers, 6% special projects, 12% in-class presentations, 28% class participation, 30% three take-home quizzes

**Exam format:** short answer, essay

### Fin 4002 Beginning Finnish

**(Sec 001); Credit will not be granted if credit has been received for: FIN 1002, FIN 1002; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom**

**Instructor:** Karvonen, Daniel !!Outstanding Service Award!!

**Description:** In this course, the second half of the first-year language sequence in Finnish, the acquisition of basic proficiency in Finnish that began in FIN 4001 will continue in all four modalities: speaking, listening, reading, and writing. The main textbook for the course is "Supisuomea" (chapters 6-10), which is accompanied by a CD, video, and supplementary materials on the Internet. Students will be exposed to both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture (e.g., songs, movies, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs.

**Class time:** 20% lecture, 80% Interactive exercises

**Work load:** 3 exams, 3 papers, 4 quizzes, 1 final project

**Grade:** 10% final exam, 18% written reports/papers, 16% quizzes, 4% in-class presentations, 30% class participation, 12% tests, 10% oral interview

**Exam format:** Short answer, essay, matching

### Fin 4004 Intermediate Finnish

**(Sec 001); Credit will not be granted if credit has been received for: FIN 1004, FIN 1004; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom**

**Instructor:** Karvonen, Daniel !!Outstanding Service Award!!

**Description:** In this course, the second half of the second-year

## Fisheries and Wildlife

200 Hodson Hall: 612/624-3600

### FW 2003 Introduction to Marine Biology

**(Sec 001); 3 cr; prereq BIOL 1001 or BIOL 1009 or BIOL 2012 or GEOL 1006 or instr consent ; meets DELM req of classroom**

**Instructor:** Sorensen, Peter William

**Description:** Our planet is nearly three-quarters ocean in which the majority of world's organisms are found in a wide variety of fascinating and complex ecosystems, most of which are still poorly understood. Understanding these systems is not only interesting but important to the survival of our species as terrestrial ecosystems rely on the oceans to maintain environmental balance. This course will provide an introduction to the major themes of life in the oceans including the nature of the ocean and aquatic life, the diversity and ecology of the organisms found in coastal, open and deep seas, and the effects of human civilization on these systems. Selected key advances in the study of marine fishes, marine mammals, global warming and other topics of special interest to basic biology, conservation and society will be addressed in more detail. The overarching goal of the course is to produce well-informed global citizens who understand the basic biology of the planet well enough to pursue scientific and other interests at a higher level.

**Class time:** 80% lecture, 10% Closed Circuit TV, 10% Discussion

**Work load:** 40 pages of reading per week, 2 exams

**Grade:** 30% mid-semester exam(s), 35% final exam, 30% quizzes, 5% class participation

**Exam format:** multiple choice and short-answer

**Course URL:**

<http://fwcb.cfans.umn.edu/courses/fw2003/home.html>

### FW 4102 Principles of Conservation Biology

**(Sec 001); 3 cr; prereq Biol 1009 or equiv; Biol 3407 recommended; meets DELM req of classroom**

**Instructor:** Oberhauser, Karen S

**Description:** Principles of Conservation Biology will provide an introduction to the major themes and concepts of this diverse, dynamic and interdisciplinary field. Biological and social underpinnings of conservation problems and solutions are emphasized throughout the course, and students will be introduced to the field through a combination of lectures, organized discussions and guest lectures from individuals engaged in cutting-edge research in the field. The course will provide the conceptual foundation for the field as well as a summary of threats posed to the world's biological systems and

potential solutions to conservation problems. The text for the course is Groom, M., G.K. Meffe and C.R. Carroll. 2005. Principles of Conservation Biology, 3rd Edition. Sinauer Associates. The course is required for FW-CB specialization, and will also be attractive to undergraduates from other departments and colleges who are interested in an introduction to the social, economic and scientific issues that comprise the field of Conservation Biology.

**Class time:** 67% lecture, 33% Discussion

**Work load:** ~50 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% class participation, 10% short assignments on readings and discussions

**Exam format:** Combination of essay and multiple choice

**Course URL:** <http://www.monarchlab.org>

#### FW 4200H Honors Seminar

(Sec 001, 002); 1 cr; prereq FW upper div honors, instr consent ; meets DELM req of classroom; meets HON req of Honors

**Instructor:** STAFF

**Description:** Current topics presented by faculty/students. Lecture/discussion.

#### FW 4291 Independent Study: Fisheries

(Sec 001-013); 1-5 cr; max crs 15, 3 repeats allowed; prereq instr consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Individual field, library, and laboratory research in fisheries. Primarily for majors. Students work on special projects. Individual field, library, and lab research in fisheries biology.

**Class time:**

**Work load:** varies with the number of credits which are arranged

**Grade:** 100% written reports/papers, 0% 100% written reports/papers; may have occasional exceptions

#### FW 4292 Special Lectures: Fisheries

(Sec 001); Credit will not be granted if credit has been received for: FW 5292, FW 5292, FW 5292; 1-5 cr; max crs 15, 3 repeats allowed; prereq instr consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Lectures in special fields of fisheries given by visiting scholar or regular staff member.

#### FW 4391 Independent Study: Wildlife

(Sec 001-009); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Individual field, library, and laboratory research in wildlife. Primarily for majors. Students work on special projects. Individual field, library and lab research in fisheries biology.

**Class time:**

**Work load:** varies with number of credits which are arranged

**Grade:** 100% written reports/papers

#### FW 4392 Special Lectures: Wildlife

(Sec 001); Credit will not be granted if credit has been received for: FW 5392, FW 5392, FW 5392, FW 5392; 1-5 cr; max crs 15, 3 repeats allowed; prereq instr consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Lectures on special topics of wildlife given by visiting scholars or staff members

#### FW 4401 Fish Physiology and Behavior

(Sec 001); 2 cr; prereq 3136 or 5136 or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Sorensen, Peter William

**Description:** Fish are the largest and most diverse group of vertebrates on our planet. Much of their success is attributable to

fascinating and unique physiological and behavioral solutions they have developed to meet the challenges of living in water. This course provides an introduction to these solutions, and their relevance to fisheries ecology and management. It both builds and supplements themes introduced in FW3136/5136, Fish Biology. Topics to be addressed include sensory systems, behavior, and communication; feeding, growth and bioenergetics; schooling and migration; endocrinology, reproduction and pheromones; and ecotoxicology. Class participation is encouraged.

**Class time:** 75% lecture, 10% Closed Circuit TV, 15% Discussion

**Work load:** 40 pages of reading per week, 2 exams

**Grade:** 40% mid-semester exam(s), 40% final exam, 10% in-class presentations, 10% class participation

**Exam format:** short answer/essay

**Course URL:**

<http://fwcb.cfans.umn.edu/courses/fw2003/home.html>

#### FW 4701 Fisheries and Wildlife Problem Solving

(Sec 001); 2 cr; prereq FW sr or grad student or instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Management problem identification/analysis, information gathering/analysis, oral/written reporting. Selected management issues.

#### FW 4801H Honors Research

(Sec 001, 002); 2 cr; A-F only; prereq FW upper div honors, instr consent ; meets DELM req of classroom; meets HON req of Honors

**Instructor:** STAFF

**Description:** Independent research project supervised by faculty member.

#### FW 4802H Honors Research

(Sec 001-003); 2 cr; A-F only; prereq FW upper div honors, instr consent ; meets DELM req of classroom; meets HON req of Honors

**Instructor:** STAFF

**Description:** Completion of honors thesis. Oral report.

#### FW 5003 Human Dimensions of Biological Conservation

(Sec 001); 3 cr; prereq [Biol 1001 or Biol 1009], Biol 3407; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom

**Instructor:** Fulton, David C

**Description:** The human dimensions of biological conservation concerns the application of theory and methods from the social, economic and policy sciences to address the challenges and issues of managing and conserving biological resources including fish, wildlife, and their habitats. Natural resource management agencies have traditionally managed wildlife and other natural resources using the best available scientific knowledge about habitat, population dynamics, life histories of species, and other biophysical information. However, many of the issues and problems related to biological conservation have their origins in human behavior and decision-making.

Understanding and developing approaches for addressing these issues requires knowledge of how humans think and act toward fish, wildlife, and ecosystems and how the management of these resources affects humans. Such "human dimensions" knowledge is essential to effectively conserving biological resources in way desired by the public. Course material will emphasize the application of theories and approaches developed within anthropology, sociology, social psychology, economics and political science. The class is for graduate and upper-division undergraduate students in natural resources.

**Class time:** 35% lecture, 65% Discussion

**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers

**Grade:** 40% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% class participation

**Exam format:** essay

**FW 5051 Analysis of Populations**

**(Sec 001); Credit will not be granted if credit has been received for: EEB 5051, FW 5051, EEB 5051, EEB 5051; 3 cr; prereq [[Biol 1001 or Biol 1009], [FW 4001 or Stat 3011 or Stat 5021]] or instr consent ; meets DELM req of classroom**  
**Instructor:** Arnold, Todd W.

**Description:** This course will cover the basics of experimental design and sampling techniques as they relate to wildlife conservation and terrestrial ecology. We will examine methods for estimating population size, population change, and population vital rates (i.e., components of birth, death, immigration, and emigration rates). It is appropriate for seniors or graduate students in FWCB, EEB, Cons Bio, ESPM and others who have a basic understanding of ecology and statistics. The first hour of each class session will be lecture format and the remainder will involve discussion and/or hands-on problem solving.

**Class time:** 70% lecture, 30% Laboratory

**Work load:** 5-10 pages of reading per week, 10-12 pages of writing per semester, 3 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 10% final exam, 40% written reports/papers, 10% class participation, 20% problem solving

**Exam format:** short answer and essay

300 words each

**Course URL:** <http://www.fw.umn.edu/fw5455>

**FW 5604W Fisheries Ecology and Management**

**(Sec 001); 3 cr; prereq EEB 4601; meets CLE req of Environment Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Newman, Raymond M !!CNR-Professor of the Semester; CNR-RC Newman Tchg Award!!

**Description:** This is a senior-level major and introductory graduate course; a background in resource ecology is assumed. The course provides a basic coverage of fisheries, ecology and management, with an emphasis on human intervention and regulation of use to achieve management objectives for managed species of interest. We will cover the tools of fisheries management that may be implemented to achieve specific objectives and goals and how to assess their efficacy. The course starts with a general coverage of applied limnology and fish ecology, followed by management approaches and planning, the development of an information base and identification of problems. Approaches to manage fishery populations and habitats will then be covered along with methods to assess management outcomes. Applications to specific fisheries will be demonstrated. A series of homework tasks and problems will be used to develop real-world problem solving skills; problem sets and readings from the primary literature will be discussed in periodic sessions. A paper, that outlines and critiques current management of specific fisheries resource and proposes new strategies, is required; the first draft will be graded and returned for final revision.

**Class time:** 85% lecture, 15% Discussion

**Work load:** 20-25 pages of reading per week, 25 pages of writing per semester, 2 exams, 2.5 papers, 5-6 take home problem sets

**Grade:** 26% mid-semester exam(s), 26% final exam, 31% written reports/papers, 2% class participation, 15% problem solving

**Exam format:** Combination - short answer, true/false, analysis, essay

**Course URL:** <http://www.fw.umn.edu/FW5604/>

**FW 5401 Fish Physiology and Behavior**

**(Sec 001); 2 cr; prereq [[3136 or 5136], grad student] or instr consent ; meets DELM req of classroom**

**Instructor:** Sorensen, Peter William

**Description:** This course is taught together with FW4401 (see description above) but is intended for graduate students and has an extra writing requirement. Lecture topics include fish sensory systems, behavior, and communication; feeding, growth and bioenergetics; schooling and migration; endocrinology, reproduction and pheromones; and ecotoxicology. In addition, students are required to write a 5-10 page scientific review or research proposal on a topic of their choosing and to give a class presentation on that topic.

**Class time:** 75% lecture, 10% Closed Circuit TV, 15% Discussion

**Work load:** 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 40% final exam, 10% written reports/papers, 10% in-class presentations, 10% class participation

**Exam format:** short answer/essay

**Course URL:**

<http://fwcb.cfans.umn.edu/courses/fw2003/home.html>

**FW 5455 Sustainable Aquaculture**

**(Sec 001); 3 cr; prereq [Intro biology, intro chemistry] or instr consent ; meets CLE req of Environment Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Kapuscinski, Anne R

**Description:** Learn how aquaculture--raising fish and other aquatic organisms--affects the environment and human wellbeing in Minnesota and world-wide. Role of aquaculture as the world's fastest growing food sector and in hatcheries to support fishing and rebuild endangered species. Organic aquaculture and other innovations. Concepts of environmental and social sustainability. For interested upper-class undergraduates, starting graduate students, and working professionals: Prereq Biol 2012, Chem 1021, Math 1031 or instructor consent; meets CLE req of Environment Theme and of International Perspectives Theme. Optional: for hands-on experience growing fish, register for FW4292, Section 1. This course is an approved elective for the undergraduate minor in Sustainability Studies (see <http://www.sustainability.umn.edu/minor/index.html/>).

**Class time:** 35% lecture, 35% Discussion, 30% videos, tour fish farm, public aquarium, state fish hatchery

**Work load:** 75 pages of reading per week, 28 pages of writing per semester, 2 papers

**Grade:** 50% written reports/papers, 5% in-class presentations, 5% class participation, 40% ten written microthemes, approx.

**Food Science and Nutrition**

**225 Food Science & Nutrition: 612/624-1290**

**FScN 1012 Sports Nutrition**

**(Sec 001); 2 cr; meets DELM req of internet delivered**

**Instructor:** Brady, Linda J

**Description:** This course is completely online after the first meeting and will address: 1. physiological function and metabolic fate of all six classes of nutrients that are ingested by active individuals in the attempt to improve athletic performance; 2. impact on physiology of ergogenic aids and various dietary supplements ingested by athletes, presenting an overview of the involvement of these components in fulfilling energy/recovery needs for continual and progressive athletic performance. An in class orientation is preferred the first week, but all the class orientation materials and syllabus will be available on the class website for students with class or work conflicts. We cover 1 chapter a week and weekly multiple choice quizzes are done online via the class website and short answer critical thinking questions are submitted via the class website. Students with some biology or physiology background will have some advantage, as nutrition encompasses these fields also. This course functions best for students who can manage their time effectively and are comfortable with a mix of multiple choice quizzes and "thought" questions that are more open ended

**Class time:**

**Work load:** 30 pages of reading per week, Homework required each week

**Grade:** 50% quizzes, 50% short answer critical thinking questions

**Exam format:** Quiz format is multiple choice  
**Course URL:** <http://www.ardilla.umn.edu/springsportsnutrition>

**FScN 1013 Dietary Supplements: scientific, regulatory, and cultural aspects**

**(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of internet delivered**

**Instructor:** Brady, Linda J

**Description:** The course will cover: 1) Use of dietary supplements in the U.S.; how U.S. public demand drives industry and government. 2) The development and implementation of the law--Dietary Supplements Health and Education Act. 3) DSHEA and "safety testing," and risk assessment: How much safety data is needed before marketing? 4) Ethics of marketing. 5) FTC responsibilities and the ethics of advertising. 6) Other cultures as sources of supplements; transference of use between cultures. 7) Issues and ethics of intellectual property rights of indigenous cultures. 8) Rational use of dietary supplements for health and sports performance; ethical decisions in use for athletic performance. 9) Use of supplements for weight loss. Students are required to meet for orientation the first week of the semester to explain the syllabus and assignment submission and academic integrity. Thereafter weekly homework and critical thinking questions are submitted and graded online via the class website. For students who cannot attend an in-person orientation because of class or work conflicts, all the class materials and syllabus will be available on the class website. This course functions best for students who can manage their time effectively and are comfortable with a mix of factual questions and "thought" questions (critical thinking) that are more open ended and require students to move beyond the readings into higher level thinking. There is no textbook; readings are online.

**Class time:**

**Work load:** 30-40 pages of reading per week, weekly homework

**Grade:** 100% homework and critical thinking questions

**Exam format:** Homework and critical thinking are short answer to several paragraph answers

**Course URL:** <http://www.ardilla.umn.edu/springsupplements>

**FScN 1102 Food: Safety, Risks, and Technology**

**(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** Labuza PhD, Theodore Peter

**Description:** Introduction to the inherent risks and safety of the food supply and the use of public policy, and food technology to reduce those risks including the public perception of these risks. The course will survey microbiological, chemical and environmental hazards, government and industry controls used to ensure foods are safe. After a general review of risk the course will focus on hot issues including the new initiatives on allergens, bio-terrorism, GMOs, obesity, trans fatty acids, Johnness disease and health claims. The course will emphasize government regulations with respect to adulteration, food and misbranding, as the means for ensuring food safety. Thermal processing, high pressure and irradiation which will be described as examples of the technologies used in food processing to reduce risk and assure a safe food supply. This course satisfies the CLE Citizenship and Public Ethics theme and emphasizes the public policy process, critical thinking skills and internet use. There are 8-10 in class questions, two written assignments (scenario writing) and two in class open book quizzes. critical thinking skills and internet use. You will be made aware of the magnitude of the food safety issue and the use of public policy to manage inherent risk, as related to processing, distribution and preparation of food at home and in food service. We will cover methods used to control and maintain both safety and quality in the processing and distribution of foods.

**Class time:** 60% lecture, 20% Discussion, 20% video

**Work load:** 25 pages of reading per week, 6-8 pages of writing per semester, 2 exams, 3 papers, \*best grade for two out of three papers counted

**Grade:** 33% written reports/papers, 67% quizzes

**Exam format:** Short essays, critical thinking, evaluation of issues

**Course URL:** <http://Fscn.che.umn.edu/04fscn-1s/>

**FScN 1112 Principles of Nutrition**

**(Sec 001); 3 cr; prereq High school [biology, chemistry]; meets CLE req of Environment Theme; meets DELM req of classroom**

**Instructor:** Brady, Linda J

**Description:** This course is for all levels of students and will address: 1. essential nutrients needed from the diet; 2. major functions of nutrients and physiological changes with deficiency or excess; 3. digestion, absorption, and metabolism of nutrients; 4. eating programs; 5. scientific method and nutrition; 6. life cycle issues; 7. food safety issues; 8. issues of food and the environment. This course meets the CLE theme of ENVIRONMENT. This class is web enhanced. Most material covered in class lectures is available in the text and power points posted on the class website, but additional information, examples, and practice questions will be given in lecture. One to two questions on quizzes (out of 20 total) will be from material only covered in class. Students will be evaluated by weekly online chapter quizzes, a diet analysis and critical thinking questions about their analysis, and a final exam covering the environmental theme only. Prerequisite is high school biology, but college biology and chemistry are helpful, since nutrition is a science that is based on biology, physiology, and biochemistry, as well as more social aspects. Student evaluations are routinely around 5.5-6, but many students indicate that they find the material difficult.

**Class time:** 90% lecture, 10% small group discussion

**Work load:** 40 pages of reading per week, 1 exams, Online quizzes and diet analysis and associated questions

**Grade:** 20% final exam, 80% Weekly quizzes and diet analysis and associated questions

**Exam format:** multiple choice

**Course URL:** <http://www.ardilla.umn.edu/springfscn1112>

**FScN 3615 Sociocultural Aspects of Food, Nutrition, and Health**

**(Sec 001); 3 cr; prereq 1112; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Smith, Chery

**Description:** Socio-cultural aspects of regional and cultural diversity in food preferences and food behavior, food habits, demographics, lifestyles, food consumption and expenditures. Effect of socio-economic status, religious beliefs, age, and cultural meaning of food on food choices. Students will understand factors that influence eating behavior, particularly how socio-economic status, religious beliefs, age and gender, and ethnicity contribute to it. Additionally, they will be able to discuss how societal values influence eating patterns and contribute to health issues. Lastly, students will be able to describe how social scientists study, describe, and interpret information on dietary patterns through observations and class readings and discussions.

**FScN 4291 Independent Study**

**(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq Undergrads, instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Independent Study is for one-to-one faculty student work agreed upon food science related topics. Prior registration approval is necessary and can be obtained by contacting Sue P. at 624-6753. Contracts are used to outline the proposed projects.

**FScN 4613 Experimental Nutrition**

**(Sec 001); 2 cr; prereq 4612, BioC 3021, Stat 3011; meets DELM req of classroom**

**Instructor:** Gallaher, Daniel David

**Description:** This course provides a laboratory experience in chemical and biochemical methods of analysis of nutritional status. Students develop an understanding of the usefulness of various biochemical parameters in ascertaining nutritional status, become familiar with a variety of laboratory equipment and procedures, develop an understanding of the theory of operation

of a number of laboratory instruments, and learn the principles involved in a number of chemical and biochemical procedures. There is one lecture and one laboratory period per week. The course is intended primarily for upper division dietetics and nutrition science majors and beginning nutrition graduate students. Students must have taken courses in biochemistry and physiology. A course in statistics is highly recommended.  
**Class time:** 25% lecture, 5% Discussion, 70% Laboratory  
**Work load:** 5 pages of reading per week, 20 pages of writing per semester, 2 exams, 4 papers  
**Grade:** 20% mid-semester exam(s), 20% final exam, 35% written reports/papers, 25% problem solving  
**Exam format:** Multiple choice.

**FScN 4614 Community Nutrition (Sec 001); 3 cr; prereq 1112; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** Smith, Chery  
**Description:** Community-based nutrition issues will be explored, including nutrition risks associated with different age, sex, ethnic, and socioeconomic groups; community needs assessment; program planning and evaluation; and programs developed to address the needs and interests for people at different stages of the life cycle, ethnic or cultural backgrounds, and literacy levels. Students will be able to describe the purpose and principles of community nutrition, the role of the nutritionists, and methods employed to gather information on the nutritional status of the multiethnic American population. They will be able to describe how race, culture and socioeconomic status influence the nutritional risk factors associate with chronic illness and selected conditions (i.e. pregnancy, low birthweight infants, aging). Students will be able to conduct a community needs assessment, identify and prioritize problems, and develop a culturally-appropriate nutrition program plan for people living in their community. Lastly, students will be able to characterize the major government - sponsored food and nutrition programs and will be able to refer members of the community to the appropriate program for services required..

**FScN 4666 Medical Nutrition Therapy II (Sec 001); 3 cr; A-F only; prereq 4665; meets DELM req of classroom**

**Instructor:** Earthman, Carrie  
**Description:** Pathology, management, and nutrition therapy for disorders of the endocrine, cardiovascular, urinary, and skeletal systems, as well as inborn errors of metabolism, eating disorders, and obesity  
**Class time:** 85% lecture, 15% Discussion  
**Work load:** 50 pages of reading per week, 14 exams, Case Presentations  
**Course URL:** <http://www.earthman.pageout.net>

## Forest Resources

115 Green Hall: 612/624-3400

**FR 3203 Forest Fire and Disturbance Ecology (Sec 001); Credit will not be granted if credit has been received for: FR 5203, FR 5203, FR 5203, FR 5203; 3 cr; A-F only; prereq [3104 or equiv], course fee; meets DELM req of classroom**

**Instructor:** Frelich, Lee E !!Outstanding Achievement Award!!  
**Description:** The ecology, history, management, and control of fire, wind, insect infestation, deer browsing, and other disturbances in forests, including disturbance regimes of boreal, northern hardwood, and other major forest types of North America. The influence of disturbance on wildlife habitat, urban/wildland interfaces, forest management, and stand/landscape dynamics. One-day field trip. Offered every spring.  
**Class time:** 60% lecture, 20% Discussion, 20% Small group exercises

**Work load:** 15 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers  
**Grade:** 40% mid-semester exam(s), 20% final exam, 20% problem solving, 10%  
**Exam format:** Short answer, essay, solve problems

**FR 3218 Measuring & Modeling Forests (Sec 001); Credit will not be granted if credit has been received for: FR 5218, FR 5218, FR 5218; 3 cr; A-F only; prereq [Math 1142 or [Math 1271, Math 1272]], Stat 3011; meets DELM req of classroom**

**Instructor:** Burk, Thomas Edward !!Alumni Service Award; CNR - Alumni Society Award; CNR-RC Newman Tchg Award!!  
**Description:** This course is intended for Forest Resources curriculum juniors and seniors who have completed courses in calculus and statistics. It is also appropriate for any graduate student who wishes to learn more about sampling methods generally, forest vegetation sampling specifically, as well as forest growth modeling methods. Topics covered will include sample survey designs, measurement and sampling methods for vegetation (primarily trees), tree and stand growth description and modeling, as well as landscape processes, characterization, and modeling. Upon completion of the course, students will be able to design, apply, and analyze efficient sample surveys, apply specialized measurement and sampling methods for vegetation and understand the processes of tree to landscape change and apply models of the same. The course will consist of three lectures per week with assignments requiring use of computers.  
**Class time:** 100% lecture  
**Work load:** 20 pages of reading per week, 3 exams, 7 computer assignments  
**Grade:** 50% mid-semester exam(s), 25% final exam, 25% problem solving  
**Exam format:** Short answer and multiple choice  
**Course URL:** <http://mallit.fr.umn.edu/fr4218>

**FR 3262 Remote Sensing of Natural Resources and Environment (Sec 001); Credit will not be granted if credit has been received for: FR 5262, FR 5262, FR 5262, FR 5262; 4 cr; meets DELM req of classroom**

**Instructor:** Bauer, Marvin E  
**Description:** The course is designed to provide students with a working knowledge of the principles and applications of remote sensing. It provides a survey of the concepts and techniques of remote sensing and image analysis for natural resource inventory and mapping, land use analysis, and monitoring natural and environmental resources. Both photographic and digital sensing approaches are considered. The laboratory provides hands-on experience, including a practical/team project, in interpretation of aerial photographs and an introduction to digital image analysis techniques. The course will provide students from any natural resources, geography, agriculture or biology discipline an understanding of remote sensing systems and their applications to measuring, analyzing and managing earth resources.  
**Class time:** 60% lecture, 40% Laboratory  
**Work load:** 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers  
**Grade:** 30% mid-semester exam(s), 30% final exam, 20% special projects, 20% lab work  
**Exam format:** multiple choice  
**Course URL:** <http://rsclass.gis.umn.edu/>

**FR 3431 Timber Harvesting and Road Planning (Sec 001); Credit will not be granted if credit has been received for: FR 5431, FR 5431, FR 5431; 2 cr; prereq 3411 or instr consent; meets DELM req of classroom**

**Instructor:** Blinn, Charles R !!Distinguished Ext Faculty; CNR-Newman Comm Impact Award!!  
**Description:** This class is primarily intended for upper division students in the Forest Management and Planning Track within the Forest Resources curriculum. Information presented is also

pertinent to anyone interested in soils, conservation of natural resources, and road or trail building. The specific objectives for this class are that students gain a basic understanding of the 1) basic components of timber harvesting and road planning, 2) relationship of timber harvesting and road planning to silviculture and sustainable forestry, 3) relationships between and responsibilities of the landowner, forest manager, and logger in timber harvesting and road planning, and 4) role of the forest manager in the process of timber harvesting and road planning. The course includes one all-day field trip. The course will be web enhanced through WebCT.

**Class time:** 50% lecture, 36% Discussion, 14% All-day field trip to SE MN (7%), project presentations (7%)

**Work load:** 15 pages of reading per week, 8 pages of writing per semester, 3 exams, 1 papers, Homework/problem solving assignments (approximately 10 assignments)

**Grade:** 20% mid-semester exam(s), 20% final exam, 15% special projects, 45% problem solving

**Exam format:** Two take home midterms: Short answer. Final exam: true/false, matching, multiple choice, and short answer questions.

#### FR 3471 Forest Planning and Management

**(Sec 001); Credit will not be granted if credit has been received for: FR 4471, FR 5471, FR 5471, FR 5471, FR 5471; 3 cr; A-F only; prereq Intro silviculture or concurrent registration in silviculture or instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Processes and techniques for scheduling forest management activities. Goals and objectives of landowners, industry, government, and society. Key issues in forest management and policies/regulations that influence management. Decision analysis: predicting forest outcomes, financial analysis, forest regulation, mathematical models, linear programming, tactical forest management, and economic analysis. Consideration of landscape-level management, desired future conditions, historical range of variability, wildlife management, carbon sequestration, resource monitoring, certification, and adaptive management. Offered every spring.

#### FR 3501 Arboriculture: Selection and Maintenance of Trees

**(Sec 001); 3 cr; prereq [1101 or Hort 1012], Biol 2022; meets DELM req of classroom**

**Instructor:** Johnson, Gary Ronald

**Description:** This course is designed for the undergraduate student with a background in plant biology that desires more technical information on the selection, siting, and care of individual trees in the landscape. Topics include: species selection, planting and transplanting, pruning, plant health care management, diagnosis of problems, risk management, and remedial treatments. The textbook is the 3rd edition of Arboriculture: Integrated Management of Landscape Trees, Shrubs, and Vines. Other assigned readings from journal and text authors such as Shigo, Watson, Johnson, and Neely are reserved in the Forestry library. Classes are discussion/demonstration lectures with professionals as occasional lecturers. Exams are short-answer and problem solving in nature.

**Class time:** 60% lecture, 20% Discussion, 20% Demonstration  
**Work load:** 50 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% problem solving, 20% 3rd exam

**Exam format:** Short-answer, problem solving

#### FR 4200H Honors Seminar

**(Sec 001, 002); 1 cr; A-F only; prereq FR upper division honors, instr consent ; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Current topics presented by faculty and/or students via lectures and discussions. Offered every fall and spring.

#### FR 4293 Directed Study

**(Sec 001-021); 1-5 cr; max crs 15, 3 repeats allowed; prereq instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Student conducts a study or project on a topic of personal interest in consultation with a faculty member. Course is documented by initial proposal and reports of accomplishments. Offered every fall.

**Class time:** 10% lecture, 90% Special study/ project

**Work load:** 10 pages of writing per semester, 1 papers, Varies with individual.

**Grade:** 90% written reports/papers, 10% problem solving

**Exam format:** No exams

**Course URL:** <http://www.ncr.umn.edu/FR>

#### FR 4801H Honors Research

**(Sec 001, 002); 2 cr; A-F only; prereq FR upper division honors, instr consent ; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** First semester of an independent research project supervised by a faculty member.

**Class time:** 10% lecture, 10% Discussion, 80% Special project/study

**Work load:** 30 pages of reading per week, 10-20 pages of writing per semester, 1 papers, Other project findings/synthesis

**Grade:** 80% written reports/papers, 10% class participation, 10% problem solving

**Exam format:** n/a

**Course URL:** <http://www.CNR.umn.edu/FR>

#### FR 4802H Honors Research

**(Sec 001, 002); 2 cr; A-F only; prereq FR upper division honors, instr consent ; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Students complete honors thesis and present an oral report

**Class time:** 10% lecture, 10% Discussion, 80% Special project/study

**Work load:** 30 pages of reading per week, 10-20 pages of writing per semester, 1 papers, Other project findings/synthesis

**Grade:** 80% written reports/papers, 10% class participation, 10% problem solving

**Exam format:** N/A

**Course URL:** <http://www.CNR.umn.edu/FR>

#### FR 5153 Forest and Wetland Hydrology

**(Sec 001); 3 cr; prereq [Basic hydrology course, [upper div or grad student]] or instr consent ; meets DELM req of classroom**

**Instructor:** Brooks, Kenneth N !!CNR-Professor of the Semester; Grad and Prof Teaching Award!!

**Description:** This course presents current topics, methods and models in forest and wetland hydrology. The hydrologic role of forests, wetlands and riparian systems in snowfall and rainfall regimes is emphasized. We will examine how human activities such as deforestation, wetland drainage, and stream channel alterations, impact the hydrologic response of watersheds. We use problem solving exercises to better understand and quantify runoff and streamflow response from undisturbed and altered forest and wetland watersheds. This course is intended for graduate students and upper division students interested in hydrology and watershed management. Students should have at least one basic hydrology course before taking this class.

**Class time:** 70% lecture, 10% Discussion, 20% Laboratory

**Work load:** 40 pages of reading per week, 15 pages of writing per semester, 2 exams, 4 problem solving exercises - computer lab.

**Grade:** 13% mid-semester exam(s), 13% final exam, 9% written reports/papers, 65% problem solving, 0% Problem solving with reports.

**Exam format:** essay and problem solving

**FR 5203 Forest Fire and Disturbance Ecology**

**(Sec 001); Credit will not be granted if credit has been received for: FR 3203, FR 3203, FR 3203; 3 cr; A-F only; prereq [Grad student or instr consent], course fee; meets DELM req of classroom**

**Instructor:** Frelich, Lee E !!Outstanding Achievement Award!!  
**Description:** The ecology, history, management, and control of fire, wind, insect infestation, deer browsing, and other disturbances in forests, including disturbance regimes of boreal, northern hardwood, and other major forest types of North America. The influence of disturbance on wildlife habitat, urban/wildland interfaces, forest management, and stand/landscape dynamics. One-day field trip. Offered every spring.

**Class time:** 60% lecture, 20% Discussion, 20% Small group exercises

**Work load:** 15 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers

**Grade:** 40% mid-semester exam(s), 20% final exam, 10% written reports/papers, 20% problem solving, 0% Field trip

**Exam format:** Short answer, essay, solve problems

silviculture. Road planning, forest management guidelines, approaches for mitigating potential impacts to soil/water resources. Environmental implications of method/equipment choices. Selling timber. Sale design, layout, and administration. One all-day field trips.

**Class time:** 65% lecture, 20% Discussion, 15% Field trip, videos

**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers, Approximately 10 homework assignments

**Grade:** 20% mid-semester exam(s), 20% final exam, 15% special projects, 45% problem solving

**Exam format:** Midterm exams: short essay format; Final Exam: true/false, matching, multiple choice, and short answer questions

**FR 5218 Measuring and Modeling Forests**

**(Sec 001); Credit will not be granted if credit has been received for: FR 4218, FR 3218, FR 3218, FR 3218; 3 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom**

**Instructor:** Burk, Thomas Edward !!Alumni Service Award; CNR - Alumni Society Award; CNR-RC Newman Tchg Award!!

**Description:** General sampling design and survey techniques to assess current resource conditions. Application of these metrics/sampling methods to forest vegetation. Calculation of tree/stand volume and selection of modeling approaches. Case studies of modeling to project future growth. Landscape processes, characterization, and modeling. Offered every spring.

**FR 5262 Remote Sensing of Natural Resources and Environment**

**(Sec 001); Credit will not be granted if credit has been received for: FR 4262, FR 3262, FR 3262, FR 3262, FR 3262; 4 cr; prereq Grad student or instr consent; meets DELM req of classroom**

**Instructor:** Bauer, Marvin E

**Description:** The course provides students with a working knowledge of the principles and applications of remote sensing. It provides a survey of the concepts and techniques of remote sensing and image analysis for natural resource inventory and mapping, land use analysis, and monitoring natural and environmental resources. Both photographic and digital sensing approaches are considered. The laboratory provides hands-on experience, including a practical/team project, in interpretation of aerial photographs and an introduction to digital image analysis techniques. The course will provide students from any natural resources, geography, agriculture or biology discipline an understanding of remote sensing systems and their applications to measuring, analyzing and managing Earth resources.

**Class time:** 60% lecture, 40% Laboratory

**Work load:** 30 pages of reading per week, 3 exams, 1 papers, Applications project with team of 3 students

**Grade:** 30% mid-semester exam(s), 30% final exam, 5% written reports/papers, 20% special projects, 15% lab work

**Exam format:** Multiple choice

**Course URL:** <http://rsclass.gis.umn.edu/>

**FR 5431 Timber Harvesting and Road Planning**

**(Sec 001); Credit will not be granted if credit has been received for: FR 4431, FR 3431, FR 3431, FR 3431; 2 cr; prereq Grad student or instr consent; meets DELM req of classroom**

**Instructor:** Blinn, Charles R !!Distinguished Ext Faculty; CNR-Newman Comm Impact Award!!

**Description:** Introduction to forest operations. Terminology, basic engineering, equipment and harvesting system options, productivity/costs. Relationship to forest management and

**FR 5471 Forest Planning and Management**

**(Sec 001); Credit will not be granted if credit has been received for: FR 3471, FR 3471, FR 3471, FR 3471, FR 3471; 3 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Processes and techniques for scheduling forest management activities. Goals and objectives of landowners, industry, government, and society. Key issues in forest management and policies/regulations that influence management. Decision analysis: predicting forest outcomes, financial analysis, forest regulation, mathematical models, linear programming, tactical forest management, and economic analysis. Consideration of landscape-level management, desired future conditions, historical range of variability, wildlife management, carbon sequestration, resource monitoring, certification, and adaptive management. Offered every spring.

**FR 5501 Urban Forest Management: Managing Greenspaces for People**

**(Sec 001); Credit will not be granted if credit has been received for: FR 4501, FR 4501, FR 4501; 3 cr; prereq Grad student or instr consent; meets DELM req of classroom**

**Instructor:** Johnson, Gary Ronald

**Description:** Urban forest management is designed for undergraduate students majoring in natural resources, forestry, urban forestry, horticulture or landscape architecture. FR 3501 or instructor's permission is prerequisite. This course focusses on the sociological, biological and political issues that dictate the development and management of the urban, green infrastructure, therefore, the course is divided into three equal segments: society and urban/community forestry; the politics of urban and community forestry; urban forest health. Topics include: societal benefits of urban forests; working with and affecting local state and federal government; evaluating health and condition of the urban forest; urban forest design; integration of the urban green and gray infrastructures. Referenced reading assignments relevant to the topics are either distributed to the students or reserved in the forestry library.

**Class time:** 65% lecture, 35% Discussion

**Work load:** 50-70 pages of reading per week, 25 pages of writing per semester, 3 exams, 3 papers, 1 oral presentation

**Grade:** 15% mid-semester exam(s), 15% final exam, 30% written reports/papers, 10% special projects, 15% in-class presentations, 15% 3rd exam

**Exam format:** Short answer and essay

**FR 5612 Silviculture and Timber Harvesting Practices in Minnesota**

**(Sec 001); Credit will not be granted if credit has been received for: FR 3612, FR 3612, FR 3612; 1 cr; prereq Forest ecology, managing forest ecosystems: silviculture; meets DELM req of classroom**

**Instructor:** Blinn, Charles R !!Distinguished Ext Faculty; CNR-Newman Comm Impact Award!!

**Description:** This is a field intensive course that is required for students in the Forest Management & Planning Track and recommended for anyone who has an interest in observing and learning more about on-the-ground forest management in Minnesota. The course is designed to shorten the Advanced

Cloquet Session in May/June by moving some of the session topics into an earlier offering. The actual face-to-face meetings for this class are comprised of 1) an orientation session to present the syllabus and answer questions, 2) one or two field trips to northern and southeastern Minnesota, and 3) a final meeting in March or April (date to be determined) for you to submit a final paper, in-class presentations of those papers, discussion, and the course evaluation.

**Class time:** 25% Discussion, 75% Field trips

**Work load:** 5 pages of reading per week, 15 pages of writing per semester, 1 papers

**Grade:** 80% written reports/papers, 20% in-class presentations

#### FR 5700 Colloquium in Natural Resources

**(Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Colloquium in specialized topics in natural resources.

**Class time:** 40% lecture, 30% Discussion, 30%

**Work load:** 1 papers

**Grade:** 50% written reports/papers, 30% special projects, 10% in-class presentations, 10% class participation

**Exam format:** essay

**Course URL:** <http://www.cnr.umn.edu/FR>

## French

260 Folwell Hall: 612/624-4308

#### Fren 1001 Beginning French

**(Sec 001-006); 5 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is intended for students with no previous study of French, or students who have not studied French in recent years. If you have more than two years of high school French completed within the last year, you should register for Fren 1022 which provides students with an accelerated review of Fren 1001 material followed by material covered in Fren 1002. For further information on placement, see your advisor or contact the Department of French and Italian. Fren 1001 introduces students to the four language skills: speaking, writing, listening and reading. Topics include everyday issues (shopping, directions, family, housing, etc.). The text, "Deux Mondes," 5th ed., is accompanied by a workbook and CDs that are designed to be used by students outside of class. In this text students will cover material from "Premiere Etape" through Ch. 6. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to listening and speaking, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Class time:** 100% Combination of whole-class and small-group activities

**Work load:** Exams: 5 written, 3 oral, 1 mid-term, and 1 final.

**Grade:** 10% mid-semester exam(s), 15% final exam, 12% written reports/papers, 8% special projects, 10% quizzes, 25% written exams; 12% oral tests; 8% workbook exercises

**Exam format:** All exams evaluate listening, vocabulary, grammar, reading and writing.

#### Fren 1002 Beginning French

**(Sec 001-008); 5 cr; prereq 1001 or equiv; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Fren 1002 is intended for students who have completed Fren 1001 or the equivalent. In this course students build on the communicative speaking, listening, reading and writing skills acquired in first-semester French. Topics covered in this course include everyday issues (student life, travel, health, environment). The text, "Deux Mondes," 5th ed., is accompanied by a workbook and web-based audio materials that are designed

to be used by students outside of class. Technology-enhanced sections of this course are offered where an on-line version of the workbook is used instead of the paper workbook. In the main textbook students will learn material from Ch. 7 through Ch. 13. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to speaking and listening, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Class time:** 100% Mostly discussion and student involvement in pair/group activities

**Work load:** Exams: 5 written, 3 oral, 1 mid-term and 1 final.

**Grade:** 10% mid-semester exam(s), 15% final exam, 12% written reports/papers, 8% special projects, 12% quizzes, 25% Written Exams; 12% oral tests; 8% workbook exercises

**Exam format:** Exams assess the student's proficiency in speaking, listening, reading and writing. Oral exams are administered in pairs and written exams involve multiple choice questions, sentence completion and short essay writing.

#### Fren 1003 Intermediate French

**(Sec 001-010); 5 cr; prereq 1002 or Entrance Proficiency Test; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is designed for students who have completed Fren 1002 or 1022 with a C- or better or who have successfully passed the EPT (Entrance Proficiency Test) for this level. In this course students will review language structures acquired in beginning French. Students will expand their speaking, writing, listening, reading skills while engaging in culture learning. Topics covered in this course will include commerce, telecommunications, the media, youth and social issues, the francophone world. The text, Interaction, 6th ed., includes contemporary informational readings, historical information, and literary texts. The textbook is accompanied by a workbook and web-based audio materials that are designed to be used by students outside of class. In this text students will learn material from Ch. 1 through Ch. 5. Several class sessions will allow students to work with audio-visual resources to develop their listening and cultural competence, and with authentic web-based resources to develop their reading skills and expand their cultural knowledge. Students will become more sophisticated readers of literary texts (from France and the francophone world) as they work with a selection of 19th- and 20th-century literary readings. Intermediate language courses involve regular student interactions, partner activities and group work. Expect an average of 2 hours of outside preparation for each class session hour.

**Class time:** 100% Mostly discussion and student involvement in pair/group activities

**Work load:** Exams: 4 written, 3 oral and 1 final.

**Grade:** 15% final exam, 20% written reports/papers, 7.5% quizzes, 7.5% class participation, 30% written exams, 15% oral exams, 5% workbook exercises

**Exam format:** Exams assess a student's listening, reading, speaking and writing proficiency. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

#### Fren 1004 Intermediate French

**(Sec 001-011); 5 cr; prereq 1003 or Entrance Proficiency Test; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is for those who have successfully passed Fren 1003 with a C- or better or have passed all sections of the EPT (Entrance Proficiency Test) for this level. This course continues the building of speaking, writing, listening and reading skills acquired during the first three semesters of French while expanding cultural knowledge. Emphasis is placed on reading, writing and culture. Themes addressed in this course include cinema, transportation and technology, education, leisure, and the francophone world. The text, "Interaction"; 6th ed., includes contemporary informational readings, historical information, and literary texts. In this text students will learn material from Ch. 6 through Ch. 10. Audio-materials to accompany the workbook are

available on the course website for use outside the classroom. Writing skills will be developed through process-writing essays. Several class sessions will allow students to work with audio-visual resources to develop their listening and culture skills, and to work with authentic web-based resources to develop their reading skills and cultural competence. Students will become more sophisticated readers of literary texts (from France and the francophone world) as they work with a selection of 19th- and 20th-century literary readings. During enrollment in 1004 students who choose to, will have opportunity to complete the Language Proficiency Exam (LPE) and earn a text line on their transcript endorsing their proficiency in French

**Class time:** 100% Mostly discussion and student involvement in pair/group activities

**Work load:** Students will regularly participate in conversational activities, partner and small group work. Expect an average of 2 hours of outside preparation for each class session hour.

**Grade:** 15% final exam, 20% written reports/papers, 7.5% quizzes, 7.5% class participation, 30% written exams, 15% oral exams, 5% workbook exercises

**Exam format:** Exams assess a student's listening, reading, speaking and writing proficiency. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

### Fren 1022 Accelerated Beginning French

**(Sec 001-003); 5 cr; prereq 2 or more yrs high school French; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is intended for students who have previously studied French in high school or at a community college, or who are transfer students. The course begins with an accelerated review of Fren 1001 (Ch. preliminaire through Ch. 6 of "Deux Mondes" 5th ed.) followed by material introduced in Fren 1002 (Ch. 7 through Ch. 13). In other words, the course allows you to learn first-year materials in one semester and offers a review of basic French grammar and vocabulary before introducing second-semester materials. Upon entering this course students should be familiar with basic vocabulary relating to daily life, present and past tenses. The course can appear intensive for about the first three weeks during the accelerated review of Fren 1001 material, but it will proceed to a regular pace after the review period. The text, "Deux Mondes," 5th ed., is accompanied by a workbook and web-based audio-materials that are designed to be used by students outside of class.

Technology-enhanced sections of this course are offered where an on-line workbook is used instead of a paper one. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to speaking and listening, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Class time:** 100% Combination of whole-class and small-group activities

**Work load:** Exams: 7 written, 3 oral and 1 final.

**Grade:** 15% final exam, 12% written reports/papers, 8% special projects, 10% quizzes, 35% written exams; 12% oral tests; 8% workbook exercises

**Exam format:** Exams assess the student's proficiency in speaking, listening, reading and writing. Oral exams are administered in pairs and written exams involve multiple choice questions, sentence completion and short essay writing.

### Fren 3014 French Phonetics

**(Sec 001, 002); 2 cr; prereq 1004; meets DELM req of classroom**

**Instructor:** Treece PhD, Rick !!Outstanding Service Award!!

**Description:** This course will focus on both the theoretical and practical aspects of French pronunciation, with a strong emphasis on improving pronunciation. In the theoretical portion of the course, the major aspects of French pronunciation will be examined, with particular attention given to areas of contrast between French and English pronunciation. Students will learn to use symbols from the International Phonetic Alphabet in order to do phonetic transcription, i.e. representing French sounds with

phonetic symbols. Another important theoretical component is learning the rules governing the correspondence between written letters and their pronunciation. In the practical portion of the course, students will be given extensive pronunciation practice so that they may identify and eliminate errors in their own pronunciation. NOTE: This is NOT a course in French conversation. This course is designed for non-native speakers of French and is a required course for students completing a French major under semesters. However, students with excellent pronunciation skills may gain exemption from this requirement by passing a practical pronunciation test.

**Class time:** 10% lecture, 10% Discussion, 80% Laboratory

**Work load:** 5 pages of reading per week, 3 exams, 8 audio recordings

**Grade:** 10% final exam, 5% written reports/papers, 20% quizzes, 10% class participation, 10% lab work, 45% 8 audio recordings

**Exam format:** short answer, multiple choice

### Fren 3015 Advanced French Grammar and Communication (Sec 001-004); 4 cr; prereq 1004 or equiv or instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** 3015 is the first in a two-course sequence (with 3016) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In 3015, students will develop skills in a variety of writing forms, such as the portrait, description, narration and explication de texte. Course requirements include exams as well as regular writing assignments, which usually involve at least one rewriting. There will be oral practice (pronunciations) and dictations. Course programs may also include translation, conjugation quizzes and specialized grammar exercises, as well as the textual analysis of short stories, recent news articles, and films.

**Class time:** 100% Language instruction

**Work load:** 10 pages of reading per week, 10 pages of writing per semester, 5 exams

**Grade:** 20% mid-semester exam(s), 50% final exam, 30% written reports/papers

**Exam format:** Grammar exercises, essays

### Fren 3016 Advanced French Composition and Communication (Sec 001, 004); 4 cr; prereq 3015 or equiv or instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Advanced study of grammar in context; emphasis on writing for varied communicative purposes, reading for style and content, translation. Sequel to Fren 3015. Five graded compositions (approx. 2 pages each) representing various written genres (e.g. conte, recit, explication de texte, essai). Two step composition process (instructor indicates changes needed for final version) Past tenses (passe compose and passe simple, imparfait, plus-que-parfait); future and conditional; subjunctive; reflexive verbs, passive voice; indirect discourse. Written exams on grammar and reading. Note: Students should have at least a B in 3015 before going on to 3016 in order to succeed in the course.

**Class time:** 100% Language instruction

**Work load:** 10 pages of reading per week, 10 pages of writing per semester, 4 exams

**Grade:** 20% mid-semester exam(s), 40% final exam, 20% written reports/papers, 20% quizzes

**Exam format:** Grammar exercises, essay

### Fren 3022 The Language and Culture of Business in France (Sec 001); 3 cr; prereq 3015; completion of 3016 recommended; meets DELM req of classroom

**Instructor:** Mougel, Patricia M. !!CLA-Work Group Outstdg Svc Awd!!

**Description:** This course will examine business practices in France from a linguistic and cultural perspective. Course participants will: 1). Receive an introduction to French economy and its place in the global economy, 2). Gain insights into current socio-economic issues in France and the European Union, 3).

Learn the language and discourse used in French business and economics, 4). Become familiar with standard French business correspondence, 5) Gain a better understanding of similarities and differences in business practices between France and the United States. A selection of topics to be discussed includes: the euro and the European Union, banking, office & management practices, technology, employment/unemployment, employee/employer relations, insurance, taxes, transportation, imports/exports. Course activities will include: vocabulary-building tasks, translations, business letter-writing, listening and reading comprehension activities using authentic written and audio/video materials, group discussions and role-plays. This course is web-enhanced and will allow students to further develop their listening, reading and writing skills outside of class while exploring business content.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 1 final written exam, 1 final oral presentation (culture project), 3 written exams, 1 resume and 2 letters

**Grade:** 15% final exam, 15% special projects, 7% quizzes, 18% in-class presentations, 15% class participation, 25% 3 written exams, 5% on-line homework

**Exam format:** Short answer questions and essay writing.

### Fren 3101W Introduction to French Literature

**(Sec 001, 002); 4 cr; prereq 3015 or equiv; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is an introduction to literature and methods of literary analysis for students preparing a major or minor in French. This course treats selected works of French and Francophone literature from the Early Modern to the Modern Period. Students learn to identify the salient features of the major genres, to apply techniques of close textual reading, and to write critical analyses of poetry, fictional prose, and plays. Works are analyzed from various perspectives with a view to understanding their place in literary history and cultural context. Some key topics of the course will be subjectivity, language, narration, description, rhetorical figures, identity, power, and desire. Writing is an important component of this class; class discussions and oral assignments will focus not only on understanding literary works but also on how they function, so that students may apply skills developed through discussion to their written assignments.

### Fren 3350 Topics in Literature

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3101; meets DELM req of classroom**

**Instructor:** Abderrezak, Hakim

**Description:** Displacing Displacement: Narratives of New Migration Patterns. In this course we will question conceptions of migration, emigration and immigration through the study of narratives of displacement to and from France and North Africa. The corpus includes French, Beur and Maghrebi literary texts and three films which will be screened outside of class. After a succinct glimpse into texts that center on mainstream immigration into France, we will examine narratives that depict experiences of North Africans traveling to and/or settling in newer locations such as the United States and Spain. Finally, we will concern ourselves with texts of (children of) immigrants who migrate (back) to the Maghreb or elect other singular places of displacement. The course will provide students with a historical, political and sociological knowledge of North African emigration to the West. It will also familiarize them with a selection of autobiographical and fictional works that foreground various types of displacement patterns ranging from the most common ones (economic and professional) to the less conventional (academic, ideological and religious) whether they be failed, forced and fearful migratory attempts or successful relocations in exile. Taught in French.

### Fren 3350 Topics in Literature

**(Sec 002); 3 cr; max crs 9, 3 repeats allowed; prereq 3101; meets DELM req of classroom**

**Instructor:** Brewer, Maria M

**Description:** Literature and Memory. In this course, our objective is to examine literature and cultural theory through diverse perspectives opened up by questions of memory and the cultural status of memory, which together engage issues of commemoration and remembrance in the 20th-Century. At the outset, we will examine what we understand by narrative models or paradigms, relating them to language, voice, subjectivity, space, time, and history. We will then identify memory sites as they are represented in particular monuments, symbols, discourses, and realms of the visible. Themes organizing the course include: memory and writing; between history and memory; psychoanalysis and memory; remembrance and amnesty; archives, witnessing, and testimony; sites of commemoration and reconciliation; and transplants and subjectivity. Literary works to be studied include those by Marcel Proust, Patrick Modiano, Agota Kristof, Annie Ernaux, Assia Djebar, and Nathalie Sarraute. Additional selections include Sigmund Freud on memory, Nicole Loraux on amnesty, Paul Ricoeur on forgetting, Jacques Derrida on hospitality, and Jean-Luc Nancy on transplants. Taught in French, the course is designed for undergraduate majors and non-majors.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 75 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers

**Grade:** 15% mid-semester exam(s), 70% written reports/papers, 5% in-class presentations, 10% class participation

**Exam format:** Essay

### Fren 3410 Quebecois Literature

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3101; meets DELM req of classroom**

**Instructor:** Sivert, Eileen B

**Description:** Women writers in Quebec: This course will emphasize women writers and look at the disproportionate role they have played in the transformation of the novel in Quebec. We will touch briefly on the development of the Quebecois novel from the 'novel of the land' (which dominated literature of the nineteenth and early twentieth centuries in Quebec) to contemporary writing. The class, however, will concentrate on more recent novels (and some films) which pose questions about power, authority, language and form. Changes in narrative will be considered in the context of changes in the social order. We will see how, with these writers, there is a shift from a male-centered 'novel of the land' to a modern psychological novel, which foregrounds the female and announces and participates in the liberalization of social institutions. At the same time these novels reveal the beginnings of experimentation with form that are so evident in the literature of Quebec today. The writers selected work in different ways to question boundaries or limits imposed by lingering traditions in a changing society. Students will be looking at Quebec through literature and films as well as through cultural and historical readings, studying the impact on literature of political and social change (and vice versa) in Quebec.

**Class time:** 15% lecture, 20% Closed Circuit TV, 65% Discussion

**Work load:** 60-100 pages of reading per week, 8-15 pages of writing per semester, 1 exams, 2 papers, 2-4 quizzes

**Grade:** 30% mid-semester exam(s), 35% written reports/papers, 15% in-class presentations, 10% class participation, 10% quizzes

**Exam format:** essay

### Fren 3531 Sociolinguistics of French

**(Sec 001); Credit will not be granted if credit has been received for: FREN 5531; 3 cr; prereq 3015, Ling 3001 or instr consent; meets DELM req of classroom**

**Instructor:** Kerr, Betsy Jean

**Description:** All languages show variation when used in diverse contexts. After a brief introduction to the basic principles of language variation, we will consider the development and current state of linguistic ideology in France (e.g. what is the Academie Francaise, why is it important?) and how this ideology plays out in some current linguistic debates such as the predominance of anglicisms in contemporary French. We will consider the diverse

varieties of French that correspond to the various locations where French is spoken, with some attention to social and stylistic differences as well. Starting with regional differences within France, our itinerary will gradually move away from the metropole: first Belgium and Switzerland; then Canada, where we will spend some time tracing the history and current situation of French within the English-dominated North American continent; a brief look at French-based creoles and French in Africa; and finally, French in New England and in Louisiana. Our approach will be both external (what are the historical/cultural events and contexts that have affected language use?) and internal (what are the actual linguistic features that distinguish a particular variety of the language?). The course will present a broad survey; students will choose a topic of interest to research in depth for an in-class presentation and a final paper. Taught in French. Prereq: Fren 3015 or equivalent. Ling 3001 strongly recommended, may be taken concurrently.

**Class time:** 30% lecture, 70% Discussion

**Work load:** 40-50 pages of reading per week, 2 exams, 1 papers, in-class presentation; other short writing or problem-solving assignments through the semester

**Grade:** 25% mid-semester exam(s), 25% final exam, 30% special projects, 20% class participation

**Exam format:** short answer, essay, limited true-false

#### **Fren 3650 Topics in French/Francophone Cultures**

**(Sec 002); 3 cr; max crs 9, 3 repeats allowed; prereq 3015; meets DELM req of classroom**

**Instructor:** Calas, Marina

**Description:** This course will introduce students to the richly diverse literary and cultural facets of twentieth-century postcolonial Francophone cultures; selected works of authors and filmmakers from Sub-Saharan Africa, North Africa and the Caribbean. We will engage the Francophone collective imagination through novels and fairy tales to explore the dialectic between tradition and modernity. We will also address the feminine identity, as fantasized by tradition and contextualized by modernity. Finally, we will analyze the literary, cinematic and media treatment of current issues such as modern plagues (AIDS, drugs and suicide), gender, hijab, and second generation immigrants.

**Work load:** 11-13 pages of writing per semester, 4 papers

**Grade:** 30% final exam, 30% written reports/papers, 15% special projects, 10% quizzes, 15% class participation

**Exam format:** 3 reaction papers, a research paper

#### **Fren 4101V Honors: Seminar in French Studies**

**(Sec 001); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Brewer, Maria M

**Description:** The course provides an introduction to 20th-Century theoretical approaches to literature and culture. Major schools of thought will be analyzed, from formalism to structuralism, Marxist theories, psychoanalysis, deconstruction, postmodernism, feminism, and (inter)culturalism. We will explore the presuppositions, limitations, and critical potential of these theories, bearing in mind that in the French intellectual tradition they frequently serve as the focus for social and political debate. In the course we will read selected essays in critical theory in conjunction with experimental forms of writing (a novel and short stories), with the goal of gaining further understanding of language, communication, the sense of selfhood, and the narrative and symbolic dimensions of culture. Designed for undergraduate juniors and seniors, the course will be conducted in French. For the senior essay, students have considerable choice as to topic and texts. Requirements: two papers and a mid-term examination. Required texts: Bennett, Andrew and Nicholas Royle, *An Introduction to Literary Criticism and Theory: Key Critical Concepts* (3rd Edition) Pearson Education Limited, 2004.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 70% written reports/papers, 10% class participation

**Exam format:** essay

#### **Fren 4101V Honors: Seminar in French Studies**

**(Sec 002); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Chaouat, Bruno

**Description:** In this course, students will be introduced to ground-breaking theoretical essays written in the wake of structuralism and the development of "sciences humaines" triggered by the epistemological turn furthered by structural linguistic, anthropology, ethnology and psychoanalysis. We will ask how this development, combined with the reshaping of historiography through analysis of discourse and the deconstruction of Western metaphysics, has contributed to the systematic renewal of traditional ways of reading literature and culture. Intended for advanced French majors, this course has a dual function: to introduce students to 20th-century theoretical approaches to reading literature and culture and to help them perfect analytical writing skills. The course paper satisfies the senior project requirement. The reading material will be available in the form of a photocopy packet. Students will design an individual research project, which they will develop in consultation with the instructor. A high degree of active participation is expected. Regular attendance is required. The course will be conducted in French and English, and although no theoretical knowledge will be assumed, students will be expected to have taken several advanced major courses.

#### **Fren 4101W Seminar in French Studies**

**(Sec 001); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Brewer, Maria M

**Description:** Intended for advanced French majors, this course has a dual function: to introduce students to 20th-Century theoretical approaches to reading literature and culture and to help them perfect analytical writing skills. The course paper satisfies the senior project requirement. Course readings will include essays from major schools of thought, including structuralism, marxist theories, psychoanalysis, post-structuralism, deconstruction, postcolonial theory, and gender and cultural studies. We will explore the presuppositions, limitations, and critical potential of these theories, bearing in mind that in the French intellectual tradition they frequently serve as the focus for social and political debate. Readings are directed to the goal of gaining understanding of language, communication, the sense of selfhood, and the narrative and symbolic dimensions of culture. The course will be conducted in French, and although no theoretical knowledge will be assumed, students will be expected to have taken several advanced major courses. For the senior project, students have considerable choice as to topic and texts. Required texts: Bennett, Andrew and Nicholas Royle, *An Introduction to Literary Criticism and Theory: Key Critical Concepts* (3rd Edition) Pearson Education Limited, 2004.

**Class time:** 40% lecture, 60% Discussion

**Work load:** 30-40 pages of reading per week, 18-20 pages of writing per semester, 1 exams, 2 papers

**Grade:** 10% mid-semester exam(s), 60% written reports/papers, 10% in-class presentations, 20% class participation

**Exam format:** essay

#### **Fren 4101W Seminar in French Studies**

**(Sec 002); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Chaouat, Bruno

**Description:** In this course, students will be introduced to ground-breaking theoretical essays written in the wake of

structuralism and the development of "sciences humaines" triggered by the epistemological turn furthered by structural linguistics, anthropology, ethnology and psychoanalysis. We will ask how this development, combined with the reshaping of historiography through analysis of discourse and the deconstruction of Western metaphysics, has contributed to the systematic renewal of traditional ways of reading literature and culture. Intended for advanced French majors, this course has a dual function: to introduce students to 20th-century theoretical approaches to reading literature and culture and to help them perfect analytical writing skills. The course paper satisfies the senior project requirement. The reading material will be available in the form of a photocopy packet. Students will design an individual research project, which they will develop in consultation with the instructor. A high degree of active participation is expected. Regular attendance is required. The course will be conducted in French and English, and although no theoretical knowledge will be assumed, students will be expected to have taken several advanced major courses.

**Work load:** 30-40 pages of reading per week, 15-20 pages of writing per semester, 1 exam, 1 paper, oral presentation, bibliography, short assignments/reports

**Grade:** 15% mid-semester exam(s), 50% written reports/papers, 10% in-class presentations, 25% class participation

#### Fren 4970 Directed Readings

**(Sec 001-006); 1-4 cr; max crs 9, 9 repeats allowed; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.

#### Fren 5531 Sociolinguistics of French

**(Sec 001); Credit will not be granted if credit has been received for: FREN 3531; 3 cr; prereq credit will not be granted if credit received for: 3531; Ling 3001 or 5001, grad; meets DELM req of classroom**

**Instructor:** Kerr, Betsy Jean

**Description:** Sociolinguistics is the study of language in its social context. When one looks at language in its social context, the primary observation is that of the variation that language manifests in its actual use in diverse contexts. This variation affects the various aspects of language use: phonetic or phonological, morphological (e.g. verb conjugations), syntactic, and lexical (vocabulary), although the phonetic and the lexical aspects of variation are typically the most remarkable. After a brief introduction to the basic principles of language variation, we will consider the development and current state of linguistic ideology in France (e.g. what is the Academie Francaise, where does it come from, and why is it important?) and how this ideology plays out in some current linguistic debates such as the predominance of anglicisms in contemporary French. We will briefly examine the diversity of languages spoken in present-day France (and attitudes toward them), before going on to consider the diverse varieties of French that correspond to the various locations where French is spoken, with some attention to social and stylistic differences as well. Starting with regional differences within France, our itinerary will gradually move away from the metropole: first Belgium and Switzerland; then Canada, where we will spend some time tracing the history and current situation of French within the English-dominated North American continent.

**Class time:** 30% lecture, 70% Discussion

**Work load:** 40-50 pages of reading per week, 2 exams, 1 paper, in-class presentation; other short writing or problem-solving assignments through the semester

**Exam format:** short answer, essay, limited true-false

#### Frit 3803 New Wave Cinemas: Love, Alienation and Landscape in Post-War Italian and Fr

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Smith, Alan Kim

**Description:** This course studies the powerful connections between landscape, desire and memory in films by French New Wave directors. Our primary goal will be to understand the aesthetic, cultural and sexual tensions that are mapped out in urban, rural, regional and post-colonial New Wave landscapes. As a secondary goal, participants will develop expertise in film theory and analysis. We will begin by reviewing important influences on this dynamic, notable Italian neo-realism, film noir and postwar expressionist cinemas. While we will focus on seminal works such as Alain Resnais's *Hiroshima mon amour*, Jean-Luc Godard's *A bout de souffle*, Agnes Varda's *Cleo de 5 a 7*, Jacques Rivette's *Ma nuit chez Maud*, Francois Truffaut's *Les 400 coups* and Jules et Jim, and Claude Chabrol's *Le Boucher*, we will also look at recent films by directors such as Resnais, Godard, Chabrol, Varda and Rivette who are still active.

## Gay, Lesbian, Bisexual, and Transgender Studies

49 Johnston Hall: 612/625-2020

#### GLBT 3301 Gay, Lesbian, Bisexual, and Transgender Social Movements in the United States

**(Sec 001); Credit will not be granted if credit has been received for: SW 3301, SW 3301; 3 cr; prereq [1001 or Soc 1001 or WoSt 1001 or WoSt 1002 or SW 2001 or SW 2501] or instr consent; meets DELM req of classroom**

**Instructor:** Zemsky, Beth

**Description:** This interdisciplinary course utilizes classroom and community service learning to examine the development of the gay, lesbian, bisexual, and transgender (GLBT) social movement. What stimulated the development of a social movement mobilizing around sexuality? How has the GLBT movement been related to and impacted by other social movements? How does identity development impact GLBT social movement participation? How does the framing of social issues impact GLBT social movement outcomes? How do gender, race, ethnicity, sexuality, and class impact GLBT social movement framing and participation? All of these questions will be examined by utilizing social movement theory and research to analyze student observations gathered through community service learning fieldwork. In addition, community organizing, community development, advocacy, public education, social action, and grassroots empowerment are presented as components of social work practice.

**Work load:** 50 pages of reading per week, 23-30 pages of writing per semester, 5 papers, Special project is a 8-10 page final paper synthesizing and applying some of the concepts learned in this course.

**Grade:** 50% written reports/papers, 20% special projects, 10% class participation, 20% Community Service Learning Project (35 hours total for semester)

## Gender, Women, and Sexuality Studies

#### GWSS 1002 Politics of Sex

**(Sec 001); 3-4 cr; max crs 4, 1 repeat allowed; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Desai, Jigna !!Arthur Motley Exemplary Tch Aw!!

**Description:** This course examines how sexuality is understood historically through the study of philosophy and culture (including

## French and Italian

260 Folwell Hall: 612/624-4308

literature, music videos, and film). The primary purpose of this class is to study different constructions of sexuality, with an emphasis on challenging the ways in which heterosexuality is normalized in its racial, gendered, and classed constructions. WoSt 1002W also provides an introductory survey of lesbian, gay, bisexual, and transgender studies. Course objectives will include: 1) to better understand histories and theories of sexuality by interrogating the norm of heterosexuality from diverse points of postcolonial, racial, lesbian, gay, bisexual and transgender writing and analysis; 2) to question the relationship between gender and sexuality; 3) to interrogate and compare biological, personal, social, racial, national, cultural, and historical aspects of sexual identity formations.

**Class time:** 66% lecture, 33% Discussion

**Work load:** 50-75 pages of reading per week, 15-20 pages of writing per semester

**Exam format:** Essay

**GWSS 3004W Point/Counterpoint: Contemporary Feminist Debates**

**(Sec 001); Credit will not be granted if credit has been received for: WOST 3054, WOST 3004V, WOST 3004V, WOST 3004V, GWSS 3004V; 3-4 cr; max crs 4, 1 repeat allowed; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Contemporary debates of concern to many women. Abortion, affirmative action, marriage rights, welfare rights, sex education, children's rights, date rape. In-depth study of several issues. Debate pros/cons of relevant perspectives.

**GWSS 3102W Feminist Thought and Theory.**

**(Sec 001); Credit will not be granted if credit has been received for: WOST 3102V, WOST 3102V, GWSS 3102V; 3 cr; max crs 4, 1 repeat allowed; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The course explores a range of feminist theoretical perspectives, asking how theory develops both in response to earlier theoretical traditions and in the context of diverse forms of practice, starting from the assumptions that theories emerge from (rather than just being applied to) practice, and that theory-making is itself a form of practice.

**GWSS 3303W Writing Differences: Literature by U.S. Women of Color**

**(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course will explore the role of literary expression in the representation and communication of the lived experiences of women of color. We will focus on the multi-layered stories of women of the African diaspora, women of African descent living in the U.S. in non-fiction, fiction, and poetry. The thematic focus of our reading and research will be on the ways that Black female writers from a variety of regional, class, sexual, age and ability backgrounds engage the complex mother/daughter relationship, as well as other interpersonal relationships such as sisters and friends. The course takes as its premise the fact that, in this country, women often have been and continue to be silenced and rendered invisible. We will analyze how women have created literature as one way to claim a voice and write themselves into existence. During the semester we will take a literary journey to help us gain insight into the cultural realities of women of Color as they struggle with race, colorism, class, sexuality, and regionalism. We will bring stories to life utilizing experimental creative activities.

**GWSS 3306 Pop Culture Women**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Contemporary U.S. feminism as political/intellectual movement; ways in which movement has been represented in popular culture.

**GWSS 3408 Women in Modern America**

**(Sec 001); Credit will not be granted if credit has been received for: HIST 3348, WOST 3408, HIST 3348W, WOST 3408W, HIST 3348, WOST 3408, HIST 3348, WOST 3408, HIST 3348, HIST 3348, GWSS 3408; 3-4 cr; prereq 3407; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Evans, Sara M

**Description:** History of American Women from 1880 to 2000. Topics include struggles for women's rights, the changing nature of women's work both inside and outside the home, family, sexuality, and the impact of race, class, and region on women's lives. Format is lecture/discussion. Reading averages 50 pages/class. Students will write several brief papers (2-4 pages) and one paper of 6-8 pages utilizing oral history techniques. There is an optional 1 credit discussion section for which students may register separately.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 50-100 pages of reading per week, 16 pages of writing per semester, 1 exams, 4 papers

**Grade:** 30% final exam, 65% written reports/papers, 5% class participation

**Exam format:** Essay

**GWSS 3413 Women and Gender in Latin American History**

**(Sec 001); Credit will not be granted if credit has been received for: HIST 3424, HIST 3424, HIST 3424, HIST 3424; 3 cr; prereq =Hist 3424; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Chambers, Sarah C

**Description:** This course for undergraduates examines changing gender norms in Latin America over time as compared to the lives of real women and men of diverse classes and ethnic groups. The course will explore how representations of femininity and masculinity affected Latin American society and politics. We will analyze how women responded to their position in society on a continuum from accommodation to resistance. Readings include a particular focus on life histories and oral testimonies. Topics include: doing women's history, women in pre-Columbian societies, women under colonialism, gender division of labor, education, religion, the arts and literature, and political and social movements. Format will combine lecture and discussion.

Students will read about 100 pages a week, including books, articles, literature, and primary sources. There will likely be 3 short papers and several shorter assignments (about 18-20 pages total), quizzes and a final essay exam. Professor Chambers will be offering a May Session 2004 topics course on 'Women in Latin America through history, fiction, and film.' HIST 3424 is not a pre-requisite but would provide excellent background for those interested in also taking the May course.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 100 pages of reading per week, 3 short papers and several shorter assignments (about 18-20 pages total) and a final essay exam.

**Grade:** 20% final exam, 50% written reports/papers, 20% quizzes, 10% discussion

**Exam format:** essay

**GWSS 4103H Honors: International Feminist Theories**

**(Sec 001); Credit will not be granted if credit has been received for: WOST 5104, GWSS 5104; 3 cr; prereq [3102, 8 cr WoSt] or grad or instr consent ; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Nagar, Richa

**Description:** This course examines some of the key themes that have emerged in "international," "global" and "transnational" feminisms over the last two decades--from feminist approaches to global political economy to feminism across (and without)

borders. Centering specifically on the concepts of positionality, reflexivity, and location, we will consider the ways in which an attention to questions of voice, authority and representation have reshaped theories, methods, and praxis of feminisms across North/South borders. This is a required course for Women's Studies majors.

**Class time:** 20% lecture, 60% Discussion, 20% films and documentaries

**Work load:** 80-100 pages of reading per week, 25 pages of writing per semester, 1 papers, class presentations, news-clippings analysis, and journal review (with a partner)

**Grade:** 30% written reports/papers, 20% special projects, 20% in-class presentations, 30% one page long weekly responses (12 responses during the semester)

**Exam format:** Essay

#### **GWSS 4490 Topics: Political Economy and Global Studies:**

##### **Women and the Holocaust**

**(Sec 001); 3 cr; prereq Sr or grad student or instr consent ; meets DELM req of classroom**

**Instructor:** Baer, Elizabeth R

**Description:** Despite the fact that Holocaust Studies is now a mature field the topic of women and the Holocaust remains in its infancy. Why have Holocaust scholars been so slow or reluctant to adopt the insights of Women's Studies? We will explore this question, speculating about the reasons, and looking at the material which has emerged on gender and the Holocaust. We will also work on what needs to happen next in this emergent field: bringing a specifically feminist methodology and theoretical framework to understanding the experiences of women in the Holocaust and the Third Reich, their memories/experiences, and their expressions/representations of memories. Among the many questions we will consider are these: Did gender matter to the perpetrators? To the victims? How did women remember their experiences? Represent them? How did Jewish culture and religious beliefs affect the experiences and responses of Jewish women? What were the experiences of women in the resistance? Did gender play a role in their tactics? Their survival? What about the experiences of lesbians? What was the perspective of Nazi women? How did the valorization of "Kinder, Küche, Kirche" construct attitudes towards all women in this era? What were the connections among anti-Semitism, racism, and sexism in Nazi ideology?

**Work load:** Serving as a discussion moderator for one class, regular attendance and participation. The class activities will include visits from Holocaust survivors, a history text, and theoretical essays.

#### **GWSS 4993 Directed Study**

**(Sec 001, 002); 1-8 cr; max crs 12, 12 repeats allowed; meets DELM req of classroom**

**Instructor:** STAFF

**Description:**

## **Genetics, Cell Biology and Development**

**6-160 Jackson Hall: 612 6243110**

#### **GCD 4025 Cell Biology Laboratory**

**(Sec 001); 2 cr; prereq Biol 4004 or instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Students will acquire hands-on knowledge of techniques used in modern cell / molecular biology research. Laboratory module led by different faculty members will focus on different model systems and experimental approaches used by researchers in this field. Laboratory experiments may include cell fractionation, gel electrophoresis, immunoblotting of proteins, phase and fluorescence microscopy, in vitro motility assays, and analysis of reporter gene expression.

#### **GCD 4143 Human Genetics**

**(Sec 001); 3 cr; prereq 3022 or Biol 4003 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course covers the basics of human genetics, focusing on medical aspects of genetic based human disease. Lectures include information of different modes of inheritance including recessive, dominant, X-linked and mitochondrial, tri-nucleotide expansions and genetic imprinting. This course also includes information on genetic linkage analysis, cytogenetics and other aspects of human genetics. This course is intended for undergraduates who have had previous courses in genetics and biochemistry.

**Class time:** 100% lecture

**Work load:** 10 pages of writing per semester

**Grade:** 60% mid-semester exam(s), 30% final exam, 10% written reports/papers

**Exam format:** Multiple choice, short answer

#### **GCD 4793W Directed Studies: Writing Intensive**

**(Sec 001-095); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Writing Intensive Guidelines (Directed Studies 4793W): Students will be required to write a 10 to 15 page paper in the format of a scientific review article. This paper will contain an introduction that presents an overview of the research topic and several subsections that describe aspects of the topic in detail. The conclusion section will summarize the information presented in the review article, comment on its significance, and propose future research directions. Articles from the literature, or other reference sources, that were cited in the paper will be listed in the Reference section. The faculty mentor will provide students with general guidelines on writing a scientific review article that outlines the sections to be included. A recently published review article in the student's research area may serve as a model. The mentor will help guide the student in selection of an appropriate topic to be reviewed and be available for discussions. Throughout preparation of the initial drafts of the paper, the mentor will advise the student with regard to organization and presentation of the information (graphs, diagrams, tables, etc.). The mentor will read the draft of the paper and comment on format, content, and writing style. The student will then prepare a final version of the review article based on the mentor's comments.

#### **GCD 4794W Directed Research: Writing Intensive**

**(Sec 001-095); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent , dept consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Writing Intensive Guidelines (Directed Research 4794W): Students will be required to write a 10 to 15 page paper in the format of a scientific article. This paper will contain an introduction that surveys the current literature in the student's area of research. The materials and methods section will outline the techniques and approaches used in the research project, and the results section will present the experimental findings. The discussion section will analyze the data, present interpretations of the data, and compare their results with the experimental findings reported by others. Students will receive general guidelines on writing a scientific paper that outlines the sections to be included. A recent published article in the student's research area will serve as a model. Throughout preparation of the initial drafts of the paper, the mentor will advise the student in data presentation (graphs, figures, etc.). The mentor will read the draft of the paper and comment on format, content, and writing style. The student will then prepare a final version of the paper based on the mentor's comments.

#### **GCD 4993 Directed Studies**

**(Sec 001-095); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets DELM req of**

**classroom****Instructor:** STAFF

**Description:** Permit students who desire to learn about a specialized topic not already presented in a regularly scheduled lecture course to explore that area through individualized independent reading, analysis, and writing of a term paper. Directed study course involves student workload of a minimum of 45 hours work per credit (workload totaled over entire semester). Some of this effort involves consultation with the faculty member who is directing the study and the remainder would be time spent by the student reading appropriate literature, conducting laboratory exercises, analyzing data and/or writing one or more summary reports.

**(Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom****Instructor:** STAFF

**Description:** This course prepares students for professional tasks that require administration of spatial databases. Technical topics include: database design; data quality; data maintenance; and technical documentation. Strategic topics include: the role of geographic information within organizations; costs and benefits involved in database administration; and database development project management. The course emphasizes sound database administration procedures in the effective functioning of an organization.

**GCD 4994 Directed Research****(Sec 001-095); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets DELM req of classroom****Instructor:** STAFF

**Description:** Provide opportunity for undergraduates to experience laboratory research. Research experience as an undergraduate is a very important preparation for those who intend to apply for graduate study. Research experience provides a new perspective on the body of knowledge about which students learn in standard lecture classes. Having research experience provides the student with a sense of reality about the subject matter. Directed Research is an individualized research experience under the direction of a faculty mentor. Overall student effort will be at least 45 hours per semester per credit. Student effort is expected to include contact time with the mentor (number of hours varies) to discuss direction of the project, methods to be used, results and interpretation, as well as future directions. In addition, the student will spend time doing experiments, collecting data, organizing results, as well as reading pertinent literature.

**Geographic Information Science****414 Social Science Building: 612/625-6080****GIS 5572 Advanced Arc/Info****(Sec 001); 3 cr; prereq 5571, Geog 5561 or equiv, status in MGIS program or instr consent; meets DELM req of classroom****Instructor:** Lindberg, Mark B

**Description:** This is an advanced course in Arc/Info and has three main components: in-depth exploration of the six themes emphasized in GIS 5571; extension into selected areas (e.g., dynamic segmentation, grid processing, address matching, data exchange, large-scale projects, spatial statistics); and macro-language programming. Students completing this course will be able to work independently at an advanced level in Arc/Info.

**GIS 5575 Surveying and the Global Positioning System (GPS)****(Sec 001); 2 cr; prereq Geog 5561 or equiv, status in MGIS program or instr consent; meets DELM req of classroom****Instructor:** Zenk, David A

**Description:** This course provides an introduction to surveying techniques of use to GIS professionals, including the Global Positioning System. Topics include: basic traditional survey methods, including horizontal and vertical location techniques; geodesy; data adjustment; datums and ellipsoids; coordinate systems; and transformations.

**Class time:** 80% lecture, 10% Discussion, 10% Laboratory**Work load:** 30 pages of reading per week, 3 exams, About 10 problems/week, homework**Grade:** 40% mid-semester exam(s), 40% final exam, 20% problem solving**Exam format:** Multiple choice**GIS 5577 Spatial Data Administration****Geography****414 Social Sciences Building: 612/625-6080****Geog 1301V Honors: Introduction to Human Geography****(Sec 001); 4 cr; prereq Honors; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors****Instructor:** Sheppard, Eric Stewart

**Description:** Have you wondered how your life is connected to others around the world? Are you curious about the community in which you live and why it has the characteristics it has? Do you wonder about global inequalities in wealth; conflict in Kosovo or the Middle East; or environmental change in the U.S. West? Have you wanted to know why Twin Cities neighborhoods are so different from each other, or why certain spaces are associated with certain groups and activities? Geographers ask these questions and many more. We study how and why people transform the world into concrete places, like cities, farms, nations and neighborhoods, and why these places develop where and as they do. We explore how spaces are produced and how this affects people's lives, locally, nationally and globally. This is an entry level course, designed for first and second year students, introducing what it means to think geographically about the world and about human development. The course supports diverse learning styles, through a combination of lectures, discussion sections, videos, field trips and group work. After taking this class you will see your surroundings in new ways, as you learn to ask why people's lives differ from place to place, how they are interconnected, and whether globalization is making the world smaller and less diverse, or more complex and interesting.

**Class time:** 55% lecture, 30% Discussion, 15% videos, field work**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 3 exams, 2 papers**Grade:** 25% mid-semester exam(s), 25% final exam, 20% written reports/papers, 10% special projects, 20% class participation**Exam format:** essay, short answer, some multiple choice**Course URL:** <http://www.geog.umn.edu/courses/1301>**Geog 1301W Introduction to Human Geography****(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Sheppard, Eric Stewart

**Description:** Have you wondered how your life is connected to others around the world? Are you curious about the community in which you live and why it has the characteristics it has? Do you wonder about global inequalities in wealth; conflict in Kosovo or the Middle East; or environmental change in the U.S. West? Have you wanted to know why Twin Cities neighborhoods are so different from each other, or why certain spaces are associated with certain groups and activities? Geographers ask these questions and many more. We study how and why people transform the world into concrete places, like cities, farms, nations and neighborhoods, and why these places develop where and as they do. We explore how spaces are produced

and how this affects people's lives, locally, nationally and globally. This is an entry level course, designed for first and second year students, introducing what it means to think geographically about the world and about human development. The course supports diverse learning styles, through a combination of lectures, discussion sections, videos, field trips and group work. After taking this class you will see your surroundings in new ways, as you learn to ask why people's lives differ from place to place, how they are interconnected, and whether globalization is making the world smaller and less diverse, or more complex and interesting.

**Class time:** 55% lecture, 30% Discussion, 15% videos, field work

**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 3 exams, 2 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 20% written reports/papers, 10% special projects, 20% class participation

**Exam format:** essay, short answer, some multiple choice

**Course URL:** <http://www.geog.umn.edu/courses/1301>

### Geog 1403 Biogeography of the Global Garden

**(Sec 001); 4 cr; meets CLE req of Writing Intensive; meets CLE req of Biological Sciences/Lab Core; meets CLE req of Environment Theme; meets DELM req of classroom**

**Instructor:** Kipfmuller, Kurt Foster

**Description:** Have you ever wondered why northern Minnesota has an abundance of forests while the southwestern portion is composed of mostly grasslands? Why is it that deserts have such a unique array of organisms? Why is there so much biological diversity in tropical rainforests? A wide variety of plants and animals exist on Earth and many different factors control why different places have different communities of species. The geographies of plants and animals constantly change, contributing to the evolving biological diversity of places at both global and local scales. This course examines the spatial and temporal arrangement of plants and animals and the factors that shape these distributions. The course emphasizes the investigation of the linkages between abiotic and biotic systems including the influence of climate, soil, biotic interactions, and landscape configurations on biological diversity. In laboratory sections, students will make observations, and use mapping and computer-based technology to test hypotheses about the distributions and spatial behavior of plants and animals. The exercises will help students to understand (1) how the interactions of organisms with their environment vary geographically, and (2) how factors, such as climates and soils, control biotic distributions.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 40 pages of reading per week, 6 exams

**Grade:** 10% special projects, 60% quizzes, 30% lab work

**Exam format:** Mixture of multiple choice, essay, map interpretation

### Geog 1403H Honors: Biogeography of the Global Garden

**(Sec 001); 4 cr; prereq Honors; meets CLE req of Writing Intensive; meets CLE req of Biological Sciences/Lab Core; meets CLE req of Environment Theme; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Kipfmuller, Kurt Foster

**Description:** Have you ever wondered why northern Minnesota has an abundance of forests while the southwestern portion is composed of mostly grasslands? Why is it that deserts have such a unique array of organisms? Why is there so much biological diversity in tropical rainforests? A wide variety of plants and animals exist on Earth and many different factors control why different places have different communities of species. The geographies of plants and animals constantly change, contributing to the evolving biological diversity of places at both global and local scales. This course examines the spatial and temporal arrangement of plants and animals and the factors that shape these distributions. The course emphasizes the investigation of the linkages between abiotic and biotic systems including the influence of climate, soil, biotic interactions, and landscape configurations on biological diversity. In laboratory

sections, students will make observations, and use mapping and computer-based technology to test hypotheses about the distributions and spatial behavior of plants and animals. The exercises will help students to understand (1) how the interactions of organisms with their environment vary geographically, and (2) how factors, such as climates and soils, control biotic distributions.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 40 pages of reading per week, 6 exams

**Grade:** 10% special projects, 60% quizzes, 30% lab work

**Exam format:** Mixture of multiple choice, essay, map interpretation

### Geog 1425 Introduction to Meteorology

**(Sec 001, 003); 4 cr; prereq both Geog 1425 and 1426 must be completed to count for Phys Sci/L CLE req; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom**

**Instructor:** Griffis, Timothy John

**Description:** The goal of GEOG 1425 is to introduce the basic physical, chemical and biological processes that drive changes in Earth's weather and climate. Topics will include: radiation and energy exchange; greenhouse effect; stratospheric ozone depletion; severe weather hazards; general circulation of the atmosphere; climate teleconnections including El Nino, and impacts of human activities on climate. Weekly field and computer labs will be used to investigate how weather and climate data are measured, analyzed and interpreted. All lecture and lab material will be made available on the course web site.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 30 pages of reading per week, 4 exams, 8 lab assignments and 1 review crossword per week

**Grade:** 30% mid-semester exam(s), 30% final exam, 10% class participation, 30% lab work

**Exam format:** Multiple choice, short answer, short essay

**Course URL:**

<http://www.soils.umn.edu/academics/classes/soil1425>

### Geog 3101 Geography of the United States and Canada

**(Sec 001); Credit will not be granted if credit has been received for: GEOG 3102, GEOG 3102; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Hart, John Fraser

**Description:** A visual tour of the continent, with ca. 80 slides in each lecture. Emphasis on the ways in which different groups of people have interacted with different physical environments to produce distinctive regions. Satisfies the Social Science Core and Cultural Diversity theme requirements. The instructor has a quirky sense of humor, and the lectures are interesting.

**Class time:** 100% lecture

**Work load:** 25 pages of reading per week, 8 pages of writing per semester, 3 exams, 1 papers

**Grade:** 60% mid-semester exam(s), 30% final exam, 10% written reports/papers

**Exam format:** Multiple choice based on maps

### Geog 3161 Europe: A Geographic Perspective

**(Sec 001); Credit will not be granted if credit has been received for: GLOS 3921; 3 cr; meets CLE req of Writing Intensive; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** What holds Europe together, what drives it apart? Processes of geographic integration and fragmentation characterize contemporary Europe. Performances of apparently opposite phenomena take place simultaneously, e.g., of homogeneity and heterogeneity, of political integration and declining political affiliation, and of emerging local identities as well as nationalism. This course systematically addresses the changing demographic, ethnic/cultural, economic, political and urban landscapes of European regions. The purpose of the course is not only to describe the similarities and differences in

the landscapes, but also to provide geographic explanations of the observed phenomena, patterns and processes. With the country project you will learn about one country in greater detail and can apply the content of the readings, debates and lectures. You are encouraged to complement the in-class discussions on the geography of Europe with your in-depth study of the country of your choice. This class fulfills the "International Perspectives" and "Social Science Core" Liberal Education requirements. The instructor, Albertine van Diepen, is a visiting professor from the University of Amsterdam.

**Class time:** 55% lecture, 30% Discussion, 15% multimedia

**Work load:** 40-50 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, 1 quiz

**Grade:** 20% mid-semester exam(s), 35% final exam, 35% written reports/papers, 10% quizzes

**Course URL:** <http://www.geog.umn.edu/courses/3161>

### Geog 3373 Changing Form of the City

**(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Miller, Roger P !!Morse Alumni Award!!

**Description:** Cities first appeared about 7,000 years ago. Only in the past 100 years have they become the dominant form of settlement in the "developed" world. We study cities not only because we are interested in them for their own sake, but because they serve as mirrors that reflect their makers and inhabitants, albeit imperfectly. In this course you will learn not just about cities, but about the civilizations that made them. The course pays particular attention to ancient cultures and cities; the medieval European city; Renaissance and Baroque cities; mercantile and industrial cities; the development of planning; colonial cities; utopian cities; and planning triumphs and disasters. Although the course draws broadly on world history, enough material will be covered in class to provide at least the rudimentary knowledge needed for this course. The course is primarily lecture, but class discussion is encouraged and solicited. Extensive use is made of slides and other visual aids. The course is intended for undergraduate majors and non-majors. It satisfies the History Core CLE requirement, and the International Perspectives Theme requirement. Texts include Lewis Mumford, *The City in History*; John Reys, *Town Planning in Frontier America*; and James E. Vance Jr. *The Continuing City*; *Urban Morphology in Western Civilization*.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 60 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 35% final exam, 35% written reports/papers

**Exam format:** Essay-questions, distributed before exam, 1 handwritten page of notes allowed

### Geog 3374V Honors: The City in Film

**(Sec 001); Credit will not be granted if credit has been received for: GEOG 3374, GEOG 3374W, GEOG 3374W, GEOG 5374, GEOG 5374W, GEOG 5374W; 4 cr; prereq honors; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Miller, Roger P !!Morse Alumni Award!!

**Description:** Same as for Geog 3374W, with an honors/grad recitation section. Students complete one additional paper (same as for Geog 5374W) on a topic worked out with the instructor.

**Class time:** 30% lecture, 30% Discussion, 40% film viewing

**Work load:** 50 pages of reading per week, 25 pages of writing per semester, 1 papers, 3 comparative film reviews

**Grade:** 70% written reports/papers, 20% quizzes, 5% class participation

**Exam format:** Short answer, short essay (for quizzes)

### Geog 3374W The City in Film

**(Sec 001); Credit will not be granted if credit has been**

**received for: GEOG 5374, GEOG 5374W, GEOG 5374W, GEOG 3374V, GEOG 3374V, GEOG 3374V; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Miller, Roger P !!Morse Alumni Award!!

**Description:** Movies are one of our key modes of discourse today. We have grown up with the movies, and most of us are at least as familiar with cinematic portrayals as we are with novels, poetry, painting and sculpture. Our understanding of the increasingly urban world is mediated, in part, through cinematic representations. The nature of cities, and our reactions to them, have also changed during the approximately one hundred years of cinematic portrayal. This is the period in which the US became an urban nation, and then a suburban one. It is also the era in which an international metropolitan culture has blossomed, and in which urban landscapes have been challenged by corporate cityscapes. As these changes have occurred, they have been mirrored in the cinematic record. In this course, we will view about a dozen films in which urban issues play an important role, from the 1920s through today, from a variety of North American, European, and Third World settings. We will concentrate on a number of themes: attitudes toward urban form and technology; social and cultural conflict; political and economic processes; and utopian and dystopian views of the urban future. We will also learn about the language of cinema, from both a technical and artistic standpoint, and how to critique films. Students will complete three comparative movie reviews. A significant portion of the class activity takes place in the required recitation sections, where the films will be discussed.

**Class time:** 30% lecture, 30% Discussion, 40% Film viewings

**Work load:** 50 pages of reading per week, 15 pages of writing per semester, 6 quizzes in recitation

**Grade:** 30% quizzes, 10% class participation, 60% Three movie reviews, each comparing one in-class film and one outside-of-class film

**Exam format:** Quizzes -- short answer, short essay, definitions

### Geog 3376 Political Ecology of North America

**(Sec 001); 3 cr; prereq soph or jr or sr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme; meets DELM req of classroom**

**Instructor:** Braun, Bruce Philip

**Description:** This course examines the social, cultural, economic and political dimensions of environmental change and ecopolitics in North America. We will explore a number of key issues: (i) What we mean by 'nature' and the 'environment', how these meanings are contested and transformed in different cultural and political contexts, and how such meanings are materialized in the physical landscape; (ii) The relationship between ecological and social processes, and the theoretical approaches and analytical tools that help us understand these processes and relationships; and (iii) How and why the 'environment' becomes politicized at particular moments and by particular social groups. One of the main objectives of the course will be to develop critical perspectives on environmental politics in North America, and to begin to recognize how ecological problems are always social problems and vice versa. The course will focus on a number of case studies from various sites in Canada, the United States and Mexico. Students will be required to write a research paper that examines an aspect of a current environmental issue or conflict.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 15% special projects, 15% class participation

**Exam format:** Essay

### Geog 3377 Music in the City: Sounds and Bodies in Different Places

**(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** Saldanha, Arun

**Description:** Why is music so important to all known human cultures? Music seems to have a very special power to fill space with meaning. Through music, people feel connected to landscapes, regions, nations, cities, neighbourhoods, buildings and like-minded people. Music gives value to places, ideas and other people, and it therefore also carries political meaning. This is easily seen (heard) in national anthems. The course tries to understand how this connecting between sound, place, identity and politics happens through human bodies interacting. Several case-studies, local, American as well as international, will enable getting a varied sense of the geography of music, including transnational circuits of Caribbean music; hip-hop and the 'hood'; global clubbing culture; classical concert music; migrant music in Minneapolis; and the racial ambivalences of Prince. For undergraduates, the course is meant as an introduction to cultural geography; for graduates in the social sciences and humanities, it offers a topical emphasis on music, body and place.

**Class time:** 40% lecture, 30% Discussion, 20% video and audio during lecture; 10% students' research presentations

**Work load:** 30 pages of reading per week, 25 pages of writing per semester, 1 exam, 1 paper, weekly reading reports

**Grade:** 20% final exam, 20% written reports/papers, 20% in-class presentations, 10% class participation, 30% individual research project

**Exam format:** five essay questions, focusing on concepts

**Geog 3379 Environment and Development in the Third World (Sec 001); Credit will not be granted if credit has been received for: GLOS 3303; 3 cr; A-F only; prereq Soph or jr or sr; meets CLE req of Environment Theme; meets CLE req of International Perspective Theme; meets DELM req of classroom**

**Instructor:** Samatar, Abdi Ismail

**Description:** This course has three objectives: (a) to advance students' knowledge of the history of capitalism as a global system, its dynamic nature and insatiable appetite for resources, and development; (b) to give students analytical tools to understand the relationship between this expansive system, its enormous productive and destructive capacity (social and ecological); (c) to enable students to gain substantive knowledge about how this system impacts on Africa, Asia, and Latin America, and the social and ecological struggles in those regions. Topic covered include: Dynamics and patterns of economic development; Uneven global consumption of natural resources; Poverty and over-consumption as the twin sources of environmental degradation; Population and development, Urban environment in the South; Gender-class and environmental struggles. Teaching methods: There are two lectures and a discussion session per week. Several students will lead each weekly discussion of current environment/development topic. Several documentaries. Authors include: Bina Agarwal, Barry Commoner, Michael Watts, P. Blaikie; Dharam Ghai; David Harvey. Intended audience: Social and natural science undergraduates.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 60 pages of reading per week, 2 exams, 1 paper

**Grade:** 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 20% class participation, examinations

**Geog 3401 Geography of Environmental Systems and Global Change**

**(Sec 001); Credit will not be granted if credit has been received for: GEOG 5401; 4 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Klink, Katherine

**Description:** The underlying theme to this course is that the natural environment provides the resources that sustain humans, and that our well being depends crucially on our interaction and interdependence with the natural environment. We have three main objectives: 1. to understand the processes that create the patterns of the natural environment, specifically the patterns of climate, vegetation, soils, and landforms; 2. to comprehend how changes in the processes may influence spatial patterns; and 3. to study the potential of humans to cause changes in processes,

spatial patterns, and ultimately, our natural resources. The course topics will be covered with a mixture of lectures, discussion, and computer-based lab work. Lab projects focus on environmental concepts discussed in class (climate, vegetation, and soils geography) and the lab projects lead up to each student's final project. The final (term) project involves evaluating the local effects of global climatic change. Your analysis will focus primarily on a location within the United States (for which information will be more easily available). Your first task will be figuring out the current natural environment (climate, vegetation, and soils) for your location. Next you will determine the likely climatic changes at your location under doubled atmospheric carbon dioxide as predicted by several climate models.

**Class time:** 50% lecture, 25% Discussion, 25% Laboratory

**Work load:** 60 pages of reading per week, 40 pages of writing per semester, 3 exams, 3 papers

**Grade:** 20% final exam, 30% written reports/papers, 20% quizzes, 5% class participation, 25% lab work

**Exam format:** essay

**Course URL:** <http://www.geog.umn.edu/faculty/klink/geog3401>

**Geog 402W Social Theory and the Environment (Sec 001); 3 cr; prereq Jr or sr; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Braun, Bruce Philip

**Description:** How do we understand 'nature' in an age of technoscience? What is the relation between capitalism, science and nature? What does it mean to do the 'cultural studies' of nature? This course surveys competing approaches to understanding nature-human relations in contemporary social and political thought. The course will draw from a diverse literature, including cultural ecology, Marxist political ecology, feminist theory, literary criticism and science and technology studies. Its objective will be to develop theoretical and analytical tools for investigating the social production of nature (both human and non-human). In the process, students will be challenged to think critically about knowledge formation, the construction of environmental imaginaries, the emergence of eco-movements, and the ideological frameworks and social conditions that organize and relate resource struggles, culture and identity. The course will be reading intensive and students should expect to take part regularly in class discussions.

**Class time:** 50% lecture, 40% Discussion, 10% film/video

**Work load:** 60-75 pages of reading per week, 15 pages of writing per semester, 2 exams

**Grade:** 20% mid-semester exam(s), 20% final exam, 60% written reports/papers

**Exam format:** Essay/multiple choice

**Geog 4393 The Rural Landscape**

**(Sec 001); 4 cr; meets DELM req of classroom**

**Instructor:** Hart, John Fraser

**Description:** This course is designed for anyone who wants to understand and appreciate rural areas better. The instructor uses color slides lavishly as a substitute for first-hand observation. The three principal components of the rural landscape are: the shape of the land surface; the vegetation that cloaks the surface; and the structures that people have added for mining, or forestry, or farming, or residence, or recreation. Emphasis on the rural landscape shows how dramatically farming has changed since 1980. The instructor has a quirky sense of humor, and the lecture are interesting.

**Class time:** 95% lecture, 5% Discussion

**Work load:** 23 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 paper

**Grade:** 50% mid-semester exam(s), 25% final exam, 25% written reports/papers

**Exam format:** Essay

**Geog 5361 Geography and Real Estate**

**(Sec 001); 4 cr; meets DELM req of classroom**

**Instructor:** Squires, Roderick H

**Description:** Through lectures and field trips the course will examine the nature and history of land ownership in the United

States with special reference to Minnesota. The focus will be on the mechanistic, legalistic, and historic characteristics of land ownership not the uses to which land has been put or the philosophical, sociological, or economic aspects of land ownership. More attention will be paid to the published and unpublished primary materials that characterizes the nature of land ownership in the United States than to the secondary literature. The course is designed for relatively senior undergraduates, both majors and non-majors, and graduates, anyone interested in understanding the role that land ownership plays in our modern society and has played in our nation's history.

**Class time:** 50% lecture, 50% field trips

**Work load:** 6 projects, five written, one oral.

**Grade:** 100% written reports/papers

**Exam format:** no exam

**Course URL:**

<http://www.geog.umn.edu/faculty/squires/courses/536100.html>

### Geog 5374W The City in Film

(Sec 001); Credit will not be granted if credit has been received for: GEOG 3374, GEOG 3374W, GEOG 3374V, GEOG 3374V, GEOG 3374V; 4 cr; prereq grad student or instr consent; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Miller, Roger P !!Morse Alumni Award!!

**Description:** Movies are one of our key modes of discourse today. We have grown up with the movies, and most of us are at least as familiar with cinematic portrayals as we are with novels, poetry, painting and sculpture. Our understanding of the increasingly urban world is mediated, in part, through cinematic representations. The nature of cities, and our reactions to them, have also changed during the approximately one hundred years of cinematic portrayal. This is the period in which the US became an urban nation, and then a suburban one. It is also the era in which an international metropolitan culture has blossomed, and in which urban landscapes have been challenged by corporate cityscapes. As these changes have occurred, they have been mirrored in the cinematic record. In this course, we will view about a dozen films in which urban issues play an important role, from the 1920s through today, from a variety of North American, European, and Third World settings. We will concentrate on a number of themes: attitudes toward urban form and technology; social and cultural conflict; political and economic processes; and utopian and dystopian views of the urban future. We will also learn about the language of cinema, from both a technical and artistic standpoint, and how to critique films. Students will complete three comparative movie reviews. A significant portion of the class activity takes place in the required recitation sections, where the films will be discussed.

**Class time:** 30% lecture, 30% Discussion, 40% film viewings

**Work load:** 50 pages of reading per week, 25 pages of writing per semester, 1 papers, 3 comparative film reviews

**Grade:** 75% written reports/papers, 20% quizzes, 5% class participation

**Exam format:** Short answer, short essay (for quizzes)

### Geog 5377 Music in the City: Sounds and Bodies in Different Places

(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom

**Instructor:** Saldanha, Arun

**Description:** Why is music so important to all known human cultures? Music seems to have a very special power to fill space with meaning. Through music, people feel connected to landscapes, regions, nations, cities, neighbourhoods, buildings and like-minded people. Music gives value to places, ideas and other people, and it therefore also carries political meaning. This is easily seen (heard) in national anthems. The course tries to understand how this connecting between sound, place, identity and politics happens through human bodies interacting. Several case-studies, local, American as well as international, will enable getting a varied sense of the geography of music, including transnational circuits of Caribbean music; hip-hop and the 'hood';

global clubbing culture; classical concert music; migrant music in Minneapolis; and the racial ambivalences of Prince. For undergraduates, the course is meant as an introduction to cultural geography; for graduates in the social sciences and humanities, it offers a topical emphasis on music, body and place.

**Class time:** 40% lecture, 30% Discussion, 20% video and audio during lecture; 10% students' research presentations

**Work load:** 30 pages of reading per week, 25 pages of writing per semester, 1 exams, 1 papers, weekly reading reports

**Grade:** 20% final exam, 20% written reports/papers, 20% in-class presentations, 10% class participation, 30% individual research project

**Exam format:** five essay questions, focusing on concepts

## Geological Engineering

122 Civil & Mineral Engineering:  
612/625-5522

### GeoE 4102W Capstone Design

(Sec 002); 3 cr; A-F only; prereq CE, GeoE, or Geo upper division or graduate student or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Stefan, Heinz G

**Description:** Teams of 3 to 4 students solve civil engineering problems posed by practicing engineers (mentors). From problem description through formulation of objectives, conceptual solutions, preliminary planning and analysis, design, environmental impact assessment, final plans/specifications, cost analysis and recommendations. Each team makes three presentations. Draft report and a final project report are required.

**Class time:** 10% Discussion, 90% Team work on an engineering project

**Work load:** 10-20 pages of reading per week, 60 pages of writing per semester, 3 papers

**Grade:** 80% written reports/papers, 20% in-class presentations

## Geology and Geophysics

106 Pillsbury Hall: 612/624-1333

### Geo 1001 Earth and Its Environments

(Sec 001, 101-114); 4 cr; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom

**Instructor:** STAFF

**Description:** The Earth we live on is a far more dynamic place than most people realize. It is constantly, if slowly, changing as major segments of the Earth's surface shift and grind against one another. This slow motion not only produces our world's many active earthquake regions, but over time, is also responsible for the uplift of mountain ranges and the changing shapes of the Earth's continental masses and ocean basins. These global-scale processes directly and indirectly created the environment we live in. Even on a smaller scale, our environment is constantly changing \_\_\_ but on such a long time scale that few people recognize the very dynamic nature of our world. This course will explore how these global and regional-scale processes not only shape our world but also affect human society. One of the course's primary goals is to provide a better understanding of our planet in the context of current environmental issues and global change. Through lectures and labs, students can investigate how plate tectonics, volcanoes, earthquakes, wind, rivers, and glaciers sculpted our planet's landscape, and discover the many linkages between these processes and human society. GEO 1001 satisfies the Diversified Core Curriculum's requirements for both the environmental theme and as a physical science with lab. This course is designed for undergraduate students who are not geology majors and there are no prerequisites.

**Class time:** 55% lecture, 40% Laboratory, 5% Videos  
**Work load:** 30 pages of reading per week, 7 quizzes  
**Grade:** 65% quizzes, 35% lab work  
**Exam format:** Lecture quizzes are primarily multiple choice, with some short answer questions possible.  
**Course URL:** <http://www.geo.umn.edu/courses/1001/>

#### Geo 1011 Volcanoes of the Earth

**(Sec 001); 4 cr; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom**

**Instructor:** Stout, James H

**Description:** What is like to stand on the flank of an erupting volcano and to feel the vibration of a molten lava river beneath your feet? In this nonmathematical course we learn how and why such lavas form, and what they tell us about the earth we live on. The course follows the history of infamous volcanoes all over the earth, from our own Mt. St. Helens to Pinatubo in the Phillipines, to the 1995 eruption of Ruapehu in New Zealand. The scientific observations in each case are the basis for understanding plate tectonics and the nature of the earth's interior. The volcanic products of these eruptions affect climate, soils, vegetation, and in some cases the course of human history. The same volcanic products in the past have produced rocks that enable earth scientists to reconstruct earth history, and to discover ore deposits and even diamonds that benefit us today. You will also learn in this course why Yellowstone is likely to be the next big volcanic eruption in the U.S., and why Hawaii in contrast is probably the safest place on earth to observe an eruption.

**Class time:** 60% lecture, 30% Laboratory, 10% video

**Work load:** 20 pages of reading per week, 4 exams, 4 exams (2 lecture exams and 2 lab exams).

**Grade:** 40% mid-semester exam(s), 30% final exam, 30% lab exams.

**Exam format:** multiple choice, short answer, short essay

**Course URL:** <http://www.geo.umn.edu/courses/1011/index.html>

#### Geo 1081 Conspiracies, Fraud, and Deception in Earth History

**(Sec 001); 1 cr; meets DELM req of classroom**

**Instructor:** Pfannkuch, Hans-Olaf

**Description:** To show the history of development of geological ideas in the context of the intellectual background of their times, to demonstrate how the scientific method works and how it is capable of correcting errors as demonstrated by abuses exemplified in hoaxes, swindles and fraud from three centuries. The Beringer case takes an example from the transition period between fantastic speculation about fossils and their origin, and the first systematic scientific theories based on comparative anatomy and basic geological principles. The diamond caper demonstrates Clarence King's application of new quantitative theories on metamorphism and mineral genesis as well as field observations to unravel a fraudulent scheme. The Piltdown man controversy centers around the application of quantitative laboratory methods to accurately determine ages of fossil remains. All three demonstrate how people will believe what they want to believe even in a purely scientific context, but where the scientific method applied rigorously and with integrity will lead to uncover scientific fraud

**Class time:** 65% lecture, 35% Discussion

**Work load:** 30 pages of reading per week, 5-10 pages of writing per semester, 1 exams, 1 papers

**Grade:** 45% final exam, 45% written reports/papers, 10% class participation

**Exam format:** short essay

#### Geo 1101 Introduction to Geology

**(Sec 101-103); Credit will not be granted if credit has been received for: GEO 5001, GEO 5001, GEO 5001, GEO 5001, GEO 2111, GEO 2111H, GEO 2111H; 3 cr; meets CLE req of Environment Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** GEO 1101 is a lecture-only version of GEO 1001, which explores the nature of our planet. The Earth we live on is a far more dynamic place than most people realize. It is constantly, if slowly, changing as major segments of the Earth's surface shift

and grind against one another. This slow motion not only produces our world's many active earthquake regions, but over time, is also responsible for the uplift of mountain ranges and the changing shapes of the Earth's continental masses and ocean basins. These global-scale processes directly and indirectly created the environment we live in. Even on a smaller scale, our environment is constantly changing \_\_\_ but on such a long time scale that few people recognize the very dynamic nature of our world. This course will investigate how these global and regional-scale processes not only shape our world but also affect human society. One of the course's primary goals is to provide a better understanding of our planet in the context of current environmental issues and global change. Students will explore how plate tectonics, volcanoes, earthquakes, wind, rivers, and glaciers sculpted our planet's landscape, and discover the many linkages between these processes and human society. GEO 1101 satisfies the environmental theme of the Diversified Core Curriculum's requirements. This course is designed for undergraduate students who are not geology majors and there are no prerequisites.

**Class time:** 95% lecture, 5% Video

**Work load:** 30 pages of reading per week, 7 quizzes

**Grade:** 100% quizzes

**Exam format:** Quizzes: Primarily multiple choice, with some short answer possible

**Course URL:** <http://www.geo.umn.edu/courses/1101>

#### Geo 1905 Freshman Seminar

**(Sec 001); 2 cr; max crs 6; A-F only; prereq freshman; meets DELM req of classroom**

**Instructor:** Matsumoto, Katsumi

**Description:** Since the Industrial Revolution, humans have emitted significant amounts of carbon dioxide by burning fossil fuels, cutting down forests, changing land use, and producing cement. Roughly half of all that has been emitted now resides in the atmosphere, the remaining half being taken up by land plants and oceans. Carbon dioxide is a greenhouse gas (transmits incoming solar radiation but traps outgoing radiation) and is thus a major agent of global warming today as well as in the geologic past. In this seminar, we will clarify what is known to us about the modern carbon cycle and climate change from scientific research. This will be put into perspective by examining past climate change, particularly during the last Ice Age. We will then look into what is popularly being said about the modern climate change. Weekly meetings will involve lectures and discussions. There will be an emphasis on peer learning and support through student group presentations.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 20 pages of reading per week

**Grade:** 30% in-class presentations, 30% class participation, 40% Weekly journal

#### Geo 3002 Climate Change and Human History

**(Sec 001, 002); Credit will not be granted if credit has been received for: GEO 5102; 3 cr; meets CLE req of Environment Theme; meets DELM req of classroom**

**Instructor:** Ito, Emi

**Description:** This course examines the temporal, geographical, and environmental aspects of past climate changes, and by using specific examples, explores how past climate changes may have affected the course of human history. Through lecture and discussions, we will examine geological, geographical, sedimentological, paleontological, and archaeological evidence to construct a record of global climate change and to answer such questions as: How frequently have global and regional climate changes occurred in the past? How large were shifts in temperature and aridity associated with these past climate changes? How long can climate states or patterns last? What effect has human activity had in past climate changes? How have climate changes of the last 10,000 years affected the economic condition of early societies? How did past climate changes affect the balance of power among kingdoms and city-states? Examples from the Americas, Africa, Asia, Europe, and the Near East will be examined to illustrate how significant events in human history have been strongly influenced by

changes in climate.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 1 exams, 1 papers

**Grade:** 35% mid-semester exam(s), 35% written reports/papers, 15% quizzes, 15% in-class presentations

**Exam format:** short essays, definitions

**Course URL:** <http://talc.geo.umn.edu/courses/3002/>

### Geo 3002 Climate Change and Human History

**(Sec 001, 002); Credit will not be granted if credit has been received for: GEO 5102; 3 cr; meets CLE req of Environment Theme; meets DELM req of classroom**

**Instructor:** Ito, Emi

**Description:** This course examines the temporal, geographical, and environmental aspects of past climate changes, and by using specific examples, explores how past climate changes may have affected the course of human history. Through lecture and discussions, we will examine geological, geographical, sedimentological, paleontological, and archaeological evidence to construct a record of global climate change and to answer such questions as: How frequently have global and regional climate changes occurred in the past? How large were shifts in temperature and aridity associated with these past climate changes? How long can climate states or patterns last? What effect has human activity had in past climate changes? How have climate changes of the last 10,000 years affected the economic condition of early societies? How did past climate changes affect the balance of power among kingdoms and city-states? Examples from the Americas, Africa, Asia, Europe, and the Near East will be examined to illustrate how significant events in human history have been strongly influenced by changes in climate.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 1 exams, 1 papers

**Grade:** 35% mid-semester exam(s), 35% written reports/papers, 15% quizzes, 15% in-class presentations

**Exam format:** short essays, definitions

**Course URL:** <http://talc.geo.umn.edu/courses/3002/>

### Geo 3093 Problems in Geology and Geophysics: Junior

**(Sec 001); 1-4 cr; max crs 6, 6 repeats allowed; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Students interested in working on a particular problem or issue in either geology or geophysics can contact the department office for referral to appropriate faculty members. Students will work on a one-to-one basis with a faculty member. Projects may include literature review, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.

**Class time:**

**Work load:** varies with instructions

**Grade:** 0% varies with instructions

**Exam format:** varies with instructions

### Geo 4010 Undergraduate Seminar: Current Topics in Geology and Geophysics

**(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Seminar courses are offered to undergraduate students on varying topics taught by departmental faculty. Students interested in learning which seminars are offered during a semester should contact either the department office or individual faculty members. Credit for seminar courses vary from 1-4 credits and this course may be taken more than once.

**Class time:**

**Work load:** varies with instructions

**Grade:** 0% varies with instructions

**Exam format:** varies with instructions

**Geo 4093 Problems in Geology and Geophysics: Senior (Sec 001); 1-4 cr; max crs 6, 6 repeats allowed; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Students interested in working on a particular problem or issue in either geology or geophysics can contact the department office for referral to appropriate faculty members. Students will work on a one-to-one basis with a faculty member. Projects may include literature review, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.

### Geo 4094 Senior Thesis

**(Sec 001); 2 cr; max crs 4; prereq Sr, Geo or GeoPhys major, instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is intended for senior level majors to engage in independent research under faculty supervision. Students select problems according to individual interests and in consultation with faculty committee. Year long project results in a written thesis and oral defense.

**Class time:**

**Work load:** varies with instructions

**Grade:** 0% varies with instructions

**Exam format:** varies with instructions

### Geo 4102W Vertebrate Paleontology: Evolutionary History and Fossil Records of Vertebr

**(Sec 001, 100); 4 cr; A-F only; prereq 1001 or 1002 or Biol 1001 or Biol 1002 or Biol 1009 or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Fox, David L

**Description:** This course is a survey of the evolutionary history of vertebrate animals, a group that includes all living fish, amphibians, reptiles, mammals, and their extinct relatives. The fossil record of this group spans over 500 million years of Earth history and includes animals that swim, walk, burrow, and fly. We will examine all major fossil and living groups of vertebrates (except for mammals, which will be covered in detail in a separate course) and will place the evolution of these organisms into phylogenetic, temporal, functional, and paleoecological contexts. Topics will include methods in reconstructing phylogeny, the origin of vertebrates, evolution of fish, origin and diversification of terrestrial vertebrates, marine reptiles of the Mesozoic, flying reptiles of the Mesozoic, dinosaurs, the origin and evolution of the living dinosaurs (i.e., birds), and major ecological transitions in vertebrate history. Monday and Wednesday classes will be lecture sessions and the two hour Friday classes will be used variously for extended lectures, films, laboratory examinations of fossils, and seminar style discussions of primary literature. The course is intended for upper level undergraduates and graduate students. Graded work will include take home midterm and final exams, a term paper, and an oral presentation based on the paper. This course satisfies the writing intensive requirement.

**Class time:** 66% lecture, 33% combination discussion and lab

**Work load:** 25 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 30% final exam, 30% written reports/papers, 15% in-class presentations

**Exam format:** Midterm and final exams will be open book, take home exams

### Geo 4401 Aqueous Environmental Geochemistry

**(Sec 001); 3 cr; prereq Chem 3501 or instr consent; meets DELM req of classroom**

**Instructor:** Seyfried Jr, William E

**Description:** This course provides a basic background in geochemical principles applied to aquatic systems. The concept of chemical equilibrium in natural waters is emphasized, but the course also draws on results of studies that deal with processes controlling rates of change in natural water chemistry.

Understanding aquatic chemistry calls for both a grasp of key chemical principles, but also the incorporation of these principles into models that capture the essential aspects of the systems being studied. Numerous examples are chosen to illustrate methods for attacking the most important aspects of natural water chemistry in a quantitative fashion. The course makes some use of computer programs and EXCEL spreadsheets to solve geochemical problems.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 40% final exam, 20% written reports/papers, 10% problem solving

**Exam format:** problem solving, essay

### Geo 5108 Principles of Environmental Geology

**(Sec 001); 3 cr; prereq Geology majors: core curriculum through 4501 or instr consent; nonmajors: 1001 or instr consent; meets DELM req of classroom**

**Instructor:** Pfannkuch, Hans-Olaf

**Description:** The objective of the course is (1) to give an overview of basic principles of environmental geology from a general and global perspective, (2) to have students participate in the handling of a practical, theoretical, or local problem through direct participation and research. From the global point of view Environmental Geology is defined in the context of the fundamental question it addresses, survival of the human species. The common basis for discussion is the postulate that human ecosystems are part of ecosystems in general and therefore subject to the same constraints given by the physical and chemical environment. The specific topics use general systems theory and the ecological approach to deal with those aspects of the problem that are truly geologic. A discussion of the flow of energy and materials through biogeochemical cycles focuses on global issues of finite geologic resources, the finite carrying capacity or waste assimilation and processing capacity of the earth, and man's increasing role as a geologic agent. These geologic factors are incorporated into global simulation models to create different scenarios of the future and to spell out options to manage future impacts. Environmental geology is used to examine these world models from a geologic perspective and to realistically assess the risks and limits of the transition to acceptable permanent and sustainable solutions.

**Class time:** 50% lecture, 20% Discussion, 30% class project (report)

**Work load:** 50-60 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% in-class presentations, 10% class participation

**Exam format:** essay

### Geo 5353 Electron Microprobe Theory and Practice

**(Sec 001); 3 cr; prereq [One yr chem, one yr physics] or instr consent ; meets DELM req of classroom**

**Instructor:** Frahm, Ellery Edward

**Description:** Please visit the course webpage for additional information. This course aims to familiarize students with the physics behind and instrumentation of electron microprobe analysis and to train students to use the JEOL 8900 Electron Probe Microanalyzer. There are two components to this course: lectures and labs. All students attend both lectures and labs. This course is not mathematically based; there will be no weekly problem sets. Instead, the lectures and readings are intended to develop a conceptual and qualitative or semi-quantitative understanding of the principles and instrumentation of electron microprobe analysis. Concepts are emphasized so that, if and when one is interested in the mathematical details, one can have a firm foundation on which to build. The only prerequisites are one year of physics and/or chemistry or instructor consent. Coursework in geology is helpful but not required -- students from Physics, Materials Science, Archaeology, and other departments have successfully completed this course.

**Class time:** 50% lecture, 50% Laboratory

**Work load:** 20-45 pages of reading per week, Two quizzes, a

mid-semester exam, and a final exam; graduate students are required to do two or three article critiques

**Grade:** 20% mid-semester exam(s), 25% final exam, 10% special projects, 20% quizzes, 5% class participation, 20% lab work

**Exam format:** Multiple choice, short answer, essay, diagrams; few or no mathematical problems

**Course URL:** <http://probelab.geo.umn.edu/course.html>

### Geo 5502 Advanced Structural Geology

**(Sec 001); 3 cr; prereq 4501 or instr consent; meets DELM req of classroom**

**Instructor:** Hudleston, Peter John

**Description:** This course deals with the analysis of deformation of rock and the mechanical interpretation of natural structures. Lectures are supplemented by readings from text books and the literature. There is no single required text. A set of problems is assigned during the course, and there may be a field trip to examine small-scale structures in northern Minnesota. An introductory course in structural geology (Geo 4501 or equivalent) is a prerequisite. Specific topics include: Stress theory and state of stress in the earth's crust; stress history - deducing stress from structures; finite strain in two and three dimensions; progressive deformation; geological implications of strain theory; determination of finite strains in rock using fossils, conglomerates etc.; mechanical properties of rock and the behavior under creep or very slow constant stress conditions; theories of faulting and jointing; development of fabric; folding.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 1 exams

**Grade:** 50% final exam, 50% Problem Sets

**Exam format:** Essay

## German

205 Folwell Hall: 612/625-2080

### Ger 1001 Beginning German

**(Sec 001-005); 5 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** German 1001 is intended for beginners and introduces students to the four language skills areas: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, *Wende*, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called *Oktoberfest*, a mystery which takes place in Munich, and grammar reference materials. Students will also complete a variety of writing activities, including essays. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Class time:** 100% mostly discussion and student involvement and interaction.

**Grade:** 10% final exam, 12% written reports/papers, 4% special projects, 33% quizzes, 28% class participation, 13% reading/group work assignments and computer and audio lab.

**Exam format:** written.

### Ger 1002 Beginning German

**(Sec 001-005); 5 cr; prereq 1001; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** German 1002 is intended for students who have completed German 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, *Wende*, covers speaking and writing in daily contemporary issues and stresses reading and

listening strategies useful in language learning. Along with this textbook we use a German cultural reader called Grenzverkehr and grammar reference materials. By the end of the course students should be able to compare the German and American educational systems, and describe free-time activities and career choices. They will also have become familiar with various contemporary social issues in the German-speaking countries. Several class sessions will help familiarize students with computer and Internet resources. This course includes process writing assignments. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation time for each class session hour.

**Class time:** 100% Mostly discussion and student involvement and interaction.

**Grade:** 10% final exam, 12% written reports/papers, 8% special projects, 27% quizzes, 22% class participation, 21% reading/group work assignments and computer/audio lab

**Exam format:** written

### Ger 1003 Intermediate German

**(Sec 001-004); 5 cr; prereq 1002 or Entrance Proficiency Test; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Students in this course will be working with the course-packet Sprunge and the accompanying listening exercises on Sprunge-Online, short literary texts, a feature film, and online cultural exercises. Topics covered in this course will include free-time activities and travel, living situations, the German educational system, career decisions, and media and technology. The program has a communicative and functional orientation. German 1003 is designed to review basic German language structures and to help students extend their listening and speaking skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of language. Students participate regularly in conversational activities, small group work, role-plays, and internet research of cultural topics. Process-writing essays, presentations on cultural topics, and short interviews round out the course.

**Class time:**

**Work load:** Expect around 2 hours preparation time for each class session.

**Grade:** 10% final exam, 15% written reports/papers, 6% special projects, 30% quizzes, 8% in-class presentations, 25% class participation, 6% Role-plays

**Exam format:** written, oral interviews

### Ger 1004 Intermediate German

**(Sec 001-007); 5 cr; prereq 1003 or completion of Entrance Proficiency Test at 1004 level; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** 1004 builds on the skills taught in 1003. Students work with the course-packet Sprunge 1004 and listening exercises on Sprunge-Online, read short literary texts and a play, watch a feature film, and do online cultural exercises. Topics include Berlin, film, and issues of multiculturalism. German 1004 reviews German language structures and helps students expand their listening, speaking, reading and writing skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of language. Students participate regularly in conversational activities, small group work, role-plays, and internet research. Process-writing essays, presentations, and interviews round out the course. Course materials: Sprunge 1004, Durrenmat's Die Physiker. (Oxford UP edition).

**Class time:** 100% varies with instructor.

**Work load:** Expect around 2 hours preparation time per class session.

**Grade:** 15% final exam, 10% written reports/papers, 15% special projects, 30% quizzes, 22% class participation, 8% Interviews

### Ger 1022 Beginning German Review

**(Sec 001); 5 cr; prereq Placement above 1001; meets DELM**

### req of classroom

**Instructor:** STAFF

**Description:** Intended for students with previous experience in German, primarily those who have studied German in high school or at community colleges, or who are transfer students. The course involves intensive review of all four language modalities (listening, reading, speaking, writing), with a proficiency emphasis to prepare for German 1003. By the end of the course students should be able to discuss familiar topics, such as every day activities, free-time occupations, or career choices, and have become familiar with some contemporary social issues in the German-speaking countries. There is a cultural reader for this course, Grenzverkehr. This course includes writing assignments that are process-oriented and require students to work together in editing groups. All class sessions involve extensive student interaction and require an average of 2 hours of outside preparation.

**Class time:** 100% student discussion and interaction

**Work load:** 2 hours expected per class session.

**Grade:** 10% final exam, 12% written reports/papers, 4% special projects, 32% quizzes, 29% class participation, 13% reading/group assignments, 4% computer/audio lab

**Exam format:** Written

### Ger 3011W Conversation and Composition

**(Sec 001, 002); 4 cr; prereq 1004; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is communicatively oriented and designed to refine students' oral and written expression and aid in the development of critical analysis skills. The textbook Ubergange will guide students through an introduction to several important communicative modes of language (description, narrative, debate, report, text analysis), while Sprachbau will provide a comprehensive grammar review which includes finer, level-appropriate grammar points. Computer exercises, video clips, and feature films will complement the other instructional materials. Active class participation, essay writing and revision, individual and group oral presentations and projects, and informal writing assignments of varying lengths will form the basis of your grade.

**Class time:** 100% varies with instructor

**Work load:** Expect at least 2 hours preparation time per class session.

**Grade:** 10% final exam, 30% written reports/papers, 20% quizzes, 10% in-class presentations, 10% class participation, 20% oral interview and weekly journals

**Exam format:** written, oral

### Ger 3014 German Media

**(Sec 001); 3 cr; prereq 3011; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** In this course students will continue to develop their language skills while learning about the role the various media play in Germany. The focus is journalistic prose, especially newspaper articles, as well as newscasts and feature programs broadcast on German television. The language of the media is often quite challenging, and this course will present strategies for advanced-level reading and listening comprehension. The class will follow social, cultural, and political debates in Germany. Class discussions will offer the opportunity to compare positions and attitudes, and to explore current issues. The topics to be covered will depend in part on current news developments. Students should expect to actively participate in discussions about the role of the media and current events.

**Class time:** 10% lecture, 20% Closed Circuit TV, 60% Discussion, 10% Laboratory

**Course URL:** <http://classweb.cla.umn.edu/>

### Ger 3021 Business German

**(Sec 001); 3 cr; prereq 3011 or equiv; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Are you a student in German Studies, International Business and Management or International Relations? If you expect to work in a business environment in which German is used, or if you are simply interested in German business, commerce, and economics, then this is the course for you! You will be introduced to the world of German business and learn the language and discourse used in German business and economics. You will become familiar with German business correspondence, surf the internet, and learn how to read and interpret charts and statistics. We will develop comprehension techniques through readings and exercises in the textbook, and we will further practice them through the exposure to news broadcasts, newspaper articles, and other pertinent publications. Grammatical structures that most frequently occur in these texts will be highlighted. A selection of topics to be discussed includes: Germany in the European Union, Traffic and Transport in Germany, How Germans Apply for a Job, Tourism, The Consumer in Germany, Germany's Industry, Work and the Social System, Import and Export, the Euro.

**Class time:** 30% lecture, 70% discussion and interactive exercises

**Work load:** A minimum of two hours preparation per class session; weekly quizzes; business letters; text summaries; web exercises; oral reports

**Grade:** 5% written reports/papers, 20% quizzes, 20% class participation, 25% written assignments; 20% written final; 10% oral final

**Ger 3104W Reading and Analysis of German Literature (Sec 001); 4 cr; prereq 3011; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** McBride, Patrizia Carollo

**Description:** This course is designed as an introduction to the analysis of German literature. We will develop skills in literary analysis through class discussions, group work, and short papers. Thematically the readings revolve around the dilemmas that arise from contrasting notions of erotic love, marriage, and the family. Through formal analysis and historical contextualization we will discuss how, since 1800, the discourse of (Romantic) love has influenced concepts of subjectivity, personhood, and gender, while at the same time shaping the modern understanding of literature and the literary text. Class will be conducted in German.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 20-30 pages of reading per week, 12-15 pages of writing per semester

**Grade:** 75% written reports/papers, 25% class participation

**Ger 3421 18th-Century German Literature (Sec 001); 3 cr; prereq 3011; meets DELM req of classroom**

**Instructor:** Schulte-Sasse, Jochen

**Description:** Course readings will include plays, prose texts and poetry by Lessing, Burger, Goethe, and Schiller. Books to be purchased in bookstore: 1. Gotthold Ephraim Lessing: Emilia Galotti; 2. Klaus Bohnen, ed.: Deutsche Gedichte des 18. Jahrhunderts; 3. Johann Wolfgang von Goethe: Faust I; 4. Johann Wolfgang von Goethe: Die Leiden des jungen Werther. Paralleldruck der Fassungen von 1774 und 1787; 5. Friedrich von Schiller: Don Carlos, Infant von Spanien. In addition there will be a reader available at Alpha Print.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 50-70 pages of reading per week, 25 pages of writing per semester, 5 papers

**Grade:** 80% written reports/papers, 20% class participation

**Ger 3510 Topics in German Studies (Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3011; meets DELM req of classroom**

**Instructor:** Guenther-Pal, Alison C

**Description:** Using examples from German literature, film, painting, poetry, and popular culture, this course seeks to reveal the ways in which representations of "monstrousness" are used to stage complex public and private anxieties, and also to

express rebellion. The syllabus is organized around four thematic units in which we will read a number of texts that explore various aspects of the figure of the monster with a particular emphasis on ethnic, gender, and sexual difference. This course is designed to help you continue to develop your German language and critical reading skills. We will work together to create a cooperative learning environment in which you will participate in presenting the course materials and guiding the class discussions. Throughout the semester you will also hone your writing skills and by the end of the course, you will produce a concise, polished paper on a relevant topic of your choosing. For further information on this course, contact Alison Guenther-Pal at [guent006@umn.edu](mailto:guent006@umn.edu)

**Course URL:** <http://igs.cla.umn.edu>

**Ger 3593 Directed Studies: German-Speaking Countries (Sec 001); 4 cr; max crs 12, 3 repeats allowed; prereq 3011, dept consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Preparation for research abroad during semester before departure. Written and oral reports upon return.

**Ger 3601 German Medieval Literature (Sec 001); 3 cr; prereq No knowledge of German required; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** Wakefield, Ray M

**Description:** German 3601 is an introduction to medieval German literature in translation and is intended for any student with an interest in the European Middle Ages. We'll start with a deep look at medieval culture, focussing on the chronological distance from our own era. Our tour back through the time will confront us with such topic areas as: the role of women; the perception of space; the processes of thought; the function of memory; Germanic culture in its relation to feudal-Christian culture; and, of course, the Crusades. Once we have set our minds mediievally, we will read a selection of literary works from the high Middle Ages in Germany. These works will include the Nibelungenlied, Tristan by Gottfried von Strassburg, Parzival by Wolfram von Eschenbach, a selection of courtly poetry, and the poems of Walter von der Vogelweide. Our final project will involve the reception of the Middle Ages in modern times. For this perspective, we will turn our attention to the Arthurian tradition, reading modern works of prose fiction and viewing films intended as popular

**Class time:** 30% lecture, 40% Discussion, 30% Group work

**Work load:** 40 pages of reading per week, 5 pages of writing per semester, 2 exams

**Grade:** 30% mid-semester exam(s), 30% class participation, 40% Final Written Project

**Exam format:** Oral Response

**Ger 3610 German Literature in Translation (Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq No knowledge of German required; cr toward major or minor requires reading in German; meets DELM req of classroom**

**Instructor:** McBride, Patrizia Carollo

**Description:** METROPOLIS: WEIMAR-ERA BERLIN AND THE EXPERIENCE OF MODERN URBAN LIFE. From 1919 to 1933, Berlin served as a laboratory for experimenting in most innovative art and ideas of the twentieth century. The period began with a socialist revolution and ended with the triumph of a totalitarian regime. What lay between was a decade of cultural ferment and radical politics that transformed the experience of modern urban life. We will examine the ideas that drove this explosive era through the prism of its art, literature, and film, which we will analyze in historical context. Special attention will be given to the historic entry of women into public life, an event that forever changed the chemistry of modernity. For majors and non-majors interested in the fields of modern literature, art history, European history, political science, continental philosophy, sociology, urban studies, or gender studies.

**Class time:** 40% lecture, 60% Discussion

**Work load:** 80 pages of reading per week, 2 exams

**Grade:** 30% mid-semester exam(s), 30% final exam, 10% written reports/papers, 10% quizzes, 20% class participation

**Exam format:** Exams will consist of identification and short essays.

**Ger 3631 Jewish Writers and Rebels in German, Austrian, and American Culture**

**(Sec 001); Credit will not be granted if credit has been received for: JWST 3631, CSCL 3631; 3 cr; prereq No knowledge of German required; cr toward major or minor requires reading in German; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** Morris, Leslie C

**Description:** One of the major questions that the course will ask is if there is such a thing as Jewish writing. Gilles Deleuze and Felix Guattari's "Kafka: Toward a Minor Literature" will serve as the starting point for the course, for they propose a theory that seeks to explain how minority groups construct stories, novels, and poems within a major language. Therefore, when Jewish writers compose their works, they inevitably challenge majority assumptions in German, Austrian, and American culture. Not only do they undermine Jewish stereotypes embedded in the majority culture, but they also ask: What does it mean to be German, Austrian, and American? Can we define a national character? Is there really such a thing as national character? Jewish writers such as Kafka, Celan, Canetti, Broch, Hilsenrath, Malamud, Biller, Honigmann, Bellow, and Roth have developed remarkable affinities that cut across German, Austrian and American cultures, and it will be the purpose of this course to study these affinities and determine whether there is such a thing as Jewish writing. In addition, the course will deal with the major crises of the twentieth century that have compelled Jewish writers often to assume the role of outsider and rebel. Though this is not a course that deals with the Holocaust per se, it will analyze how anti-Semitism in Europe and America led to the destruction of European Jewry and how Jewish writers have responded to this catastrophe and continue to do so in new works.

**Class time:** 15% lecture, 85% Discussion

**Work load:** 75-125 pages of reading per week, 15-20 pages of writing per semester, 2 papers, in-class presentation

**Grade:** 80% written reports/papers, 20% class participation

**Ger 3993 Directed Studies**

**(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

**Ger 4001 Beginning German**

**(Sec 001-005); 2 cr; prereq Grad student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** German 1001 is intended for beginners and introduces students to the four language skills areas: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, *Wende*, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called *Oktoberfest*, a mystery which takes place in Munich, and grammar reference materials. Students will also complete a variety of writing activities, including essays. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside

preparation for each class session hour.

**Class time:** 100% mostly discussion and student involvement and interaction.

**Grade:** 10% final exam, 12% written reports/papers, 4% special projects, 30% quizzes, 30% class participation, 14% reading/group work assignments and computer and audio lab.

**Exam format:** written.

**Ger 4002 Beginning German**

**(Sec 001-005); 2 cr; prereq Grad student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** German 1002 is intended for students who have completed German 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, *Wende*, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called *Grenzverkehr* and grammar reference materials. By the end of the course students should be able to compare the German and American educational systems, and describe free-time activities and career choices. They will also have become familiar with various contemporary social issues in the German-speaking countries. Several class sessions will help familiarize students with computer and Internet resources. This course includes process writing assignments. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation time for each class session hour.

**Class time:**

**Grade:** 10% final exam, 12% written reports/papers, 4% special projects, 30% quizzes, 30% class participation, 14% reading/group work assignments and computer/audio lab

**Exam format:** written

**Ger 5016 Advanced Translation: Theory and Practice**

**(Sec 001); 3 cr; prereq 3016 or instr consent; meets DELM req of classroom**

**Instructor:** Firchow, Evelyn S

**Description:** This course is designed to help graduate and advanced undergraduate students achieve proficiency in writing, speaking and translating. A grammar review, German essays and translations from German to English to German will be the major focus.

**Ger 5510 Topics in Contemporary German Culture**

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3011; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course will deal with the literary, political and cultural history of the period in Austria from 1815 to 1848. The approach will rely on close readings of primary and secondary texts and will encourage multiple theoretical explorations, e.g., sociological, philosophical, political, psycho-analytical, gender-based. The opening weeks will set the historical and cultural context for this literary epoch in Austria and will be followed by readings in a series organized by themes from the early Victorian Age. Among the key authors are Raimund, Nestroy, Grillparzer, Lenau and Stifter. This course will be taught by Hubert Lengauer.

**Work load:** 60-80 pages of reading per week, 1 papers, an oral presentation

**Ger 5993 Directed Studies**

**(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the

student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

## Global Studies

214 Social Science: 612/624-9007

**GloS 3145 Theoretical Approaches to Global Studies (Sec 001); Credit will not be granted if credit has been received for: INTR 3151, GLOS 3101H, GLOS 3101H, GLOS 3145H; 4 cr; A-F only; prereq 6 credits in the social sciences including at least one of the following: Geog 1301; Hist 1012/1018; GloS 1015W; or PolSci 1025 or instr consent ; meets DELM req of classroom**

**Instructor:** Skaria, Ajay

**Description:** This interdisciplinary course provides a theoretically informed introduction to the social, political, economic, cultural, and historical processes shaping contemporary global phenomena. Topics may include nationalism, colonialism, cultural production, environmental sustainability, globalization of the economy, migration and diasporas, global conflict and cooperation.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 60-100 pages of reading per week, Work will be evaluated through a mix of exams, papers, and oral presentations.

**GloS 3145H Theoretical Approaches to Global Studies (Sec 001); Credit will not be granted if credit has been received for: INTR 3101, GLOS 3101, GLOS 3101, GLOS 3145; 4 cr; A-F only; prereq 6 credits in the social sciences including at least one of the following: Geog 1301; Hist 1012/1018; GloS 1015W; or PolSci 1025; or instr consent ; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Skaria, Ajay

**Description:** This interdisciplinary course provides a theoretically informed introduction to the social, political, economic, cultural, and historical processes shaping contemporary global phenomena. Topics may include nationalism, colonialism, cultural production, environmental sustainability, globalization of the economy, migration and diasporas, global conflict and cooperation.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 60-100 pages of reading per week, Work will be evaluated through a mix of exams, papers, and oral presentations.

**GloS 3303 Environment and Development in the Third World (Sec 001); Credit will not be granted if credit has been received for: GEOG 3379, GEOG 3379, GEOG 3379; 3 cr; A-F only; prereq Soph or jr or sr; meets CLE req of Environment Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Samatar, Abdi Ismail

**Description:** This course has three objectives: (a) to advance students' knowledge of the history of capitalism as a global system, its dynamic nature and insatiable appetite for resources, and development; (b) to give students analytical tools to understand the relationship between this expansive system, its enormous productive and destructive capacity (social and ecological); (c) to enable students to gain substantive knowledge about how this system impacts on Africa, Asia, and Latin America, and the social and ecological struggles in those regions. Topic covered include: Dynamics and patterns of economic development; Uneven global consumption of natural resources; Poverty and over-consumption as the twin sources of environmental degradation; Population and development, Urban environment in the South; Gender-class and environmental struggles. Teaching methods: There are two lectures and a discussion session per week. Several students will lead each

weekly discussion of current environment/development topic. Several documentaries. Authors include: Bina Agarwal, Barry Commoner, Michael Watts, P. Blaikie; Dharam Ghai; David Harvey. Intended audience: Social and natural science undergraduates.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 60 pages of reading per week, 2 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 20% class participation, examinations

**GloS 3553H Honors: Change in the Contemporary Global Order (Sec 001); 3 cr; A-F only; prereq instr consent; meets CLE req of International Perspect Theme; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Important issues of global change: population growth and human migration; human relations with the physical environment; struggles for popular power and sustainable democratic institutions; relations and conditions of work; and cultural representations of social identities. Attention to the U.S.-Mexican arena.

**GloS 3900 Topics in Global Studies**

**(Sec 002); 3 cr; max crs 15, 3 repeats allowed; meets DELM req of classroom**

**Instructor:** Keaton, Trica Danielle

**Description:** "Black Paris," or "Paris Noir," focuses on the lived artistic, cultural, intellectual, and social experiences of African Americans, Africans, and Afro-Caribbeans in the City of Light. Through a variety of stimulating readings, films, and guest speakers, we will explore "Black Paris" from an interdisciplinary perspective, while seeking to understand why Paris, France continues to attract those who identify as "Black" and/or who are identified as "black" throughout the African Diaspora. For nearly three centuries, Paris has been a site of "expatriation" for African Americans whose (im)migration to Paris inserts them into a broader social narrative of immigrant upward mobility rarely explored. However, France has reserved a very different reception for Africans and those from the French Antilles, with notable exceptions. We will seek, then, to understand a number of paradoxes, while examining how "race," the legacies of colonization, and U.S. apartheid have spurred (im)migration to this transnational city.

**Class time:** 40% lecture, 20% Discussion, 40% film 20% and Groupwork 20%

**Work load:** 70-80 pages of reading per week, journals, visually enhanced presentation; final paper or project

**Grade:** 20% written reports/papers, 20% in-class presentations, 20% class participation, 40% final project

**GloS 3920 Topics in European Studies**

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom**

**Instructor:** Calas, Marina

**Description:** This course will introduce students to the richly diverse literary and cultural facets of twentieth-century postcolonial Francophone cultures; selected works of authors and filmmakers from Sub-Saharan Africa, North Africa and the Caribbean. We will engage the Francophone collective imagination through novels and fairy tales to explore the dialectic between tradition and modernity. We will also address the feminine identity, as fantasized by tradition and contextualized by modernity. Finally, we will analyze the literary, cinematic and media treatment of current issues such as modern plagues (AIDS, drugs and suicide), gender, hijab, and second generation immigrants.

**Work load:** 11-13 pages of writing per semester, 4 papers

**Grade:** 30% final exam, 30% written reports/papers, 15% special projects, 10% quizzes, 15% class participation, 0% 3 reaction papers, a research paper

**GloS 3920 Topics in European Studies**

**(Sec 002); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom**

**Instructor:** Guenther-Pal, Alison C

**Description:** Using examples from German literature, film, painting, poetry, and popular culture, this course seeks to reveal the ways in which representations of "monstrousness" are used to stage complex public and private anxieties, and also to express rebellion. The syllabus is organized around four thematic units in which we will read a number of texts that explore various aspects of the figure of the monster with a particular emphasis on ethnic, gender, and sexual difference. This course is designed to help you continue to develop your German language and critical reading skills. We will work together to create a cooperative learning environment in which you will participate in presenting the course materials and guiding the class discussions. Throughout the semester you will also hone your writing skills and by the end of the course, you will produce a concise, polished paper on a relevant topic of your choosing. For further information on this course, contact Alison Guenther-Pal at [guent006@umn.edu](mailto:guent006@umn.edu)  
**Course URL:** <http://igs.cla.umn.edu>.

**GloS 3921 Europe: A Geographic Perspective**  
**(Sec 001); 3 cr; meets CLE req of International Perspect**  
**Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** What holds Europe together, what drives it apart? Processes of geographic integration and fragmentation characterize contemporary Europe. Performances of apparently opposite phenomena take place simultaneously, e.g., of homogeneity and heterogeneity, of political integration and declining political affiliation, and of emerging local identities as well as nationalism. This course systematically addresses the changing demographic, ethnic/cultural, economic, political and urban landscapes of European regions. The purpose of the course is not only to describe the similarities and differences in the landscapes, but also to provide geographic explanations of the observed phenomena, patterns and processes. With the country project you will learn about one country in greater detail and can apply the content of the readings, debates and lectures. You are encouraged to complement the in-class discussions on the geography of Europe with your in-depth study of the country of your choice. This class fulfills the "International Perspectives" and "Social Science Core" Liberal Education requirements. The instructor, Albertine van Diepen, is a visiting professor from the University of Amsterdam.

**Class time:** 55% lecture, 30% Discussion, 15% multimedia

**Work load:** 40-50 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, 1 quiz

**Grade:** 20% mid-semester exam(s), 35% final exam, 35% written reports/papers, 10% quizzes

**Course URL:** <http://www.geog.umn.edu/courses/3161>

**GloS 3993 Directed Study**

**(Sec 001); 1-5 cr; max crs 12, 12 repeats allowed; prereq instr consent , dept consent , college consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Guided individual reading or study. Open to qualified students for one or more semesters.

**GloS 5993 Directed Studies**

**(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Guided individual reading or study. Open to qualified students for one or more semesters.

**GloS 5994 Directed Research**

**(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Qualified students work on a tutorial basis.

## Greek

245 Nicholson Hall: 612/625-5353

**Grk 3120 Greek New Testament**

**(Sec 001); 3 cr; max crs 6; prereq Grade of at least [C- or S] in 3113 or instr consent ; meets DELM req of classroom**

**Instructor:** Schedtler, Justin

**Description:** This course serves as an introduction to the canonical texts of the Christian New Testament, written in the koine, or common, Greek dialect. Students will likely read selections from the Synoptic Gospels, the letters of Paul to the Corinthians, Romans, and Philippians, though the instructor will take into consideration the interests of the students in making a final determination as to the specific reading material. The goals of the course will be (1) to improve Greek reading proficiency in general, (2) to become familiar with the unique linguistic characteristics of the koine dialect, and (3) to become familiar with the issues associated with the study of the New Testament. The course will suit students who are considering pursuing graduate work in the field of Classics or New Testament in a university or seminary setting.

**Class time:** 10% lecture, 90% Discussion of translation of Greek New Testament texts

**Work load:** 5-6 pages of writing per semester, 3 exams, 1 papers, 75 or more lines per week; one quiz per week

**Grade:** 15% mid-semester exam(s), 15% final exam, 15% written reports/papers, 25% quizzes, 15% class participation, 15% Third exam

**Grk 3300 Intermediate Greek Poetry**

**(Sec 001); 4 cr; max crs 8; A-F only; prereq Grade of at least [C- or S] in 3113 or instr consent; meets DELM req of classroom**

**Instructor:** Smith, Stephen !!CLA-Work Group Outstdg Svc Awd!!

**Description:** Readings in Greek poetry for students who have had at least three semesters of Greek; introduction to Greek meter. The text for spring 2007 is Euripides' "Medea." (Course may be repeated for credit when topics vary.) Prerequisite: completion of Greek 3113 with a grade of C- or higher (or S) or instructor consent.

**Class time:** 25% lecture, 25% Discussion, 50% translation/comments by students

**Exam format:** translation with grammar questions

**Grk 3960H Honors Course: Advanced Undergraduate Greek Reading**

**(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq enroll in honors program or high ability as indicated by transcript; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Sellew, Philip H

**Description:** Reading and analysis of Greek hymns from the time of Homer down into Hellenistic times. We will study such texts as the Homeric Hymn to Demeter, the "Hymn to Zeus" in Aechylus' Agamemnon, Sappho's "Hymn to Aphrodite", dithyrambs of Pindar and hymns of Callimachus. Selections will be made with an eye to the graduate reading list in Greek literature. In addition, we will ask how literary hymns differ from ritual use of prayer in verse, as found in inscriptions at Delphi, in Isis-Sarapic cult, or in sanctuaries of Asklepios. Some of the texts may be read in translation. One of the main textbooks (W. Furley & J. Bremer, Greek Hymns, Tübingen 2000, 2 vols.) will be available for purchase through the CNES department office.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 10 pages of writing per semester, 1 exams, 1 papers, Bi-weekly translation quizzes

**Grade:** 25% final exam, 25% written reports/papers, 25% quizzes, 25% class participation

**Exam format:** translation with commentary

**Grk 5360 Literature: Religious Texts**

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq Grad student or instr consent ; meets DELM req of classroom**

**Instructor:** Sellew, Philip H

**Description:** Reading and analysis of pagan Greek hymns from the time of Homer down into late antiquity. We will study such texts as the Homeric Hymn to Demeter, the "Hymn to Zeus" in Aeschylus' Agamemnon, Sappho's "Hymn to Aphrodite," poems of Pindar and Callimachus. Selections will be made with an eye to the graduate reading list in Greek literature. In addition, we will ask how literary hymns differ from ritual use of prayer in verse, as found in inscriptions at Delphi, in Isis-Sarapis cult, or in sanctuaries of Asklepios. Undergrads read about half of the texts in translation. One of the main textbooks for the class (W. Furley & J. Bremer, Greek Hymns [Tubingen 2000, 2 vols.]) will be available for purchase through the CNES department office.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 10 pages of reading per week, 8 pages of writing per semester, 1 exams, 1 papers, Bi-weekly translation quizzes

**Grade:** 25% final exam, 25% written reports/papers, 25% quizzes, 25% class participation

**Exam format:** translations with brief essay

**(Sec 001); 5 cr; prereq Grade of at least [C- or S] in in 3011 or instr consent; meets DELM req of classroom**

**Instructor:** Schneller, Renana Segal !!CLA-Work Group Outstdg Svc Awd!!

**Description:** Students in this course will be using the textbook "Hebrew From Scratch" part II by Shlomit Chayat, Sara Israeli, and Hilla Kobliner. The program has a communicative and functional orientation. Current events will be discussed in Hebrew. Regular use of grammar and vocabulary encourages students to become more fluent in their use of Hebrew and to apply it creatively in new contexts. The course prepares students for the CLA language requirements.

**Class time:** 33% lecture, 33% Discussion, 33% Recitation.

**Grade:** 20% mid-semester exam(s), 15% final exam, 25% written reports/papers, 30% quizzes, 10% class participation

### Hebr 3400 Rabbinic Texts: Story and Myth in Rabbinic Literature

**(Sec 001); 3 cr; max crs 18, 6 repeats allowed; prereq 3012 or 3102 or instr consent ; meets DELM req of classroom**

**Instructor:** Jassen, Alex

**Description:** STORY AND MYTH IN RABBINIC LITERATURE:

This course consists of close readings (in Hebrew) of selected passages from rabbinic literature that contain stories about ancient rabbis, biblical personalities, and mythical characters. This course is designed both to train the student in the process of reading rabbinic texts in the original Hebrew and as an introduction to the storytelling techniques of rabbinic literature. We will pay close attention to literary style and form, modes of biblical interpretation, and narrative technique. Students will become familiar with common rabbinic vocabulary, particulars of rabbinic Hebrew grammar, types of literary expression, and comparative literary analysis. The majority of the course will focus on texts from classical rabbinic literature (3rd to 7th centuries C.E.). We will also examine later rabbinic medieval examples as well as a selection of passages from modern Hebrew literature.

**Class time:** 15% lecture, 85% Discussion

**Work load:** 2 exams, 1 student presentation, weekly grammar and vocabulary quizzes

**Grade:** 20% mid-semester exam(s), 25% final exam, 25% quizzes, 10% in-class presentations, 20% class participation

**Exam format:** grammar questions, translation

## Health Systems Management

### HSM 4611 Allied Health Grand Rounds

**(Sec 001); 2 cr; A-F only; prereq Respiratory care major; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This capstone course reviews allied health clinical and professional issues from a broad spectrum and also allows reflection on caregiver roles in human caring. Presentations cover a wide range of topics that impact allied health practitioners and include global views of national health policy, economics, ethical and legal problems, and challenging clinical cases. Group discussion sessions provide a forum for multidisciplinary review of cases in order to bring larger issues down to individual patient and family experiences.

## Hebrew

245 Nicholson Hall: 612/625-5353

### Hebr 1002 Beginning Hebrew II

**(Sec 002); Credit will not be granted if credit has been received for: HEBR 4002, HEBR 4002, HEBR 4002, HEBR 4002; 5 cr; prereq Grade of at least [C- or S] in [1001 or 4001] or instr consent; meets DELM req of classroom**

**Instructor:** Schneller, Renana Segal !!CLA-Work Group Outstdg Svc Awd!!

**Description:** Hebrew 1002 is intended for students who have completed Hebrew 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening and reading. First year language courses involve extensive student interaction, partner activities, and group work. The text of the course, Hebrew from Scratch. The book is accompanied by CD's that are designed to be studied outside class. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Hebrew is spoken almost exclusively in class. Class attendance is critical. The course prepares students for the CLA language requirements.

**Class time:** 33% lecture, 33% Discussion, 33%

**Work load:** 2 exams

**Grade:** 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation

**Exam format:** multiple choice, fill in the blank and a small essay

### Hebr 3012 Intermediate Hebrew II

### Hebr 3951W Major Project

**(Sec 001, 002); 4 cr; prereq [Hebr major, three 3xxx Hebrew courses], instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

### Hebr 3980 Directed Instruction

**(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

### Hebr 4002 Beginning Hebrew II

**(Sec 002); Credit will not be granted if credit has been received for: HEBR 1002, HEBR 1002, HEBR 1002; 3 cr; prereq Grade of at least [C- or S] in [1001 or 4001] or instr consent; meets DELM req of classroom**

**Instructor:** Schneller, Renana Segal !!CLA-Work Group Outstdg Svc Awd!!

**Description:** Hebrew 4002 is intended for students who have completed Hebrew 4001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening and reading. First year language courses involve extensive student interaction, partner activities, and group work. The text of the course, Hebrew from Scratch. The book is accompanied by CD's that are designed to be studied outside class. Grammar is

covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Hebrew is spoken almost exclusively in class. Class attendance is critical. The course prepares students for the CLA language requirements.

**Class time:** 33% lecture, 33% Discussion, 33%

**Work load:** 2 exams

**Grade:** 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% class participation

**Exam format:** multiple choice, fill in the blank and a small essay

#### Hebr 5400 Rabbinic Texts: Story and Myth in Rabbinic Literature

**(Sec 001); 3 cr; max crs 18, 6 repeats allowed; prereq Grad student or instr consent ; meets DELM req of classroom**

**Instructor:** Jassen, Alex

**Description:** STORY AND MYTH IN RABBINIC LITERATURE:

This course consists of close readings (in Hebrew) of selected passages from rabbinic literature that contain stories about ancient rabbis, biblical personalities, and mythical characters. This course is designed both to train the student in the process of reading rabbinic texts in the original Hebrew and as an introduction to the storytelling techniques of rabbinic literature. We will pay close attention to literary style and form, modes of biblical interpretation, and narrative technique. Students will become familiar with common rabbinic vocabulary, particulars of rabbinic Hebrew grammar, types of literary expression, and comparative literary analysis. The majority of the course will focus on texts from classical rabbinic literature (3rd to 7th centuries C.E.). We will also examine later rabbinic medieval examples as well as a selection of passages from modern Hebrew literature.

**Class time:** 15% lecture, 85% Discussion

**Work load:** 2 exams, 1 student presentation; weekly grammar and vocabulary quizzes

**Grade:** 25% mid-semester exam(s), 20% final exam, 25% quizzes, 10% in-class presentations, 20% attendance and participation

**Exam format:** grammar questions and translations

#### Hebr 5992 Directed Readings

**(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq 3012 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

## Hindi

453 Folwell Hall: 612/625-6534

#### Hindi 1102 Beginning Hindi

**(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 4002, HNDI 4002; 5 cr; prereq 1101; meets DELM req of classroom**

**Instructor:** Prasad, Ravi

**Description:** This is stage 2 in the program sequence. Students are presumed to have completed HNDI 1101 or have equivalent background. The course is designed to develop the language skills of the students through listening, speaking, reading, and writing. The class involves a great deal of memorization and intensive study, as well as a great deal of review of the material learned in the earlier course. Teaching methods will include oral and written drills, reading for comprehension and audio-visual method. Advance grammatical structures, oral forms, and new vocabulary will be reinforced from the lessons around everyday life situations. Establishing the weak and strong skills and how to address them - this is the major task.

**Class time:** 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% Laboratory

**Work load:** 5 pages of reading per week, 5 pages of writing per semester, 2 exams

**Grade:** 25% mid-semester exam(s), 25% final exam, 10% quizzes, 10% in-class presentations, 10% class participation, 10% lab work, 10% problem solving

**Exam format:** Essay question, translations, oral examinations

**Course URL:** [http://www.all.umn.edu/hindi\\_language](http://www.all.umn.edu/hindi_language)

#### Hndi 3132 Intermediate Hindi

**(Sec 050); Credit will not be granted if credit has been received for: HNDI 4004, HNDI 4004; 5 cr; prereq 3131 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is based on Sheela Verma's textbook. With regular interactive group activities, video and lab sessions, the emphasis of the course will be on the ability to engage in reasonably fluent discourse in Hindi, on comprehensive knowledge of formal grammar and advanced reading, writing and comprehension.

**Class time:** 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% Laboratory

**Work load:** 5 pages of reading per week, 25 pages of writing per semester, 2 exams, 2 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% quizzes, 10% in-class presentations, 10% class participation, 5% lab work

**Exam format:** Essay questions, translations, oral interviews

**Course URL:** [http://www.all.umn.edu/hindi\\_language](http://www.all.umn.edu/hindi_language)

#### Hndi 4002 Beginning Hindi

**(Sec 001, 050); Credit will not be granted if credit has been received for: HNDI 1102, HNDI 1102, HNDI 1102, HNDI 1102; 3 cr; prereq 4001, grad student; meets DELM req of classroom**

**Instructor:** Prasad, Ravi

**Description:** This is stage 2 in the program sequence. Students are presumed to have completed HNDI 4001 or have equivalent background. The course is designed to develop the language skills of the students through listening, speaking, reading, and writing. The class involves a great deal of memorization and intensive study, as well as a great deal of review of the material learned in the earlier course. Teaching methods will include oral and written drills, reading for comprehension and audio-visual method. Advance grammatical structures, oral forms, and new vocabulary will be reinforced from the lessons around everyday life situations. Establishing the weak and strong skills and how to address them - this is the major task.

**Class time:** 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% Laboratory

**Work load:** 5 pages of reading per week, 5 pages of writing per semester, 2 exams

**Grade:** 25% mid-semester exam(s), 25% final exam, 10% quizzes, 10% in-class presentations, 10% class participation, 10% lab work, 10% problem solving

**Exam format:** Essay question, translations, oral examinations

**Course URL:** [http://www.all.umn.edu/hindi\\_language](http://www.all.umn.edu/hindi_language)

#### Hndi 5990 Directed Research

**(Sec 001); 3-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Guided research in selected areas of Hindi language, linguistics, literature and culture. Introduction to bibliography and research skills.

**Class time:** 100% one hour consultation/week, reading assignments, library research

**Work load:** 20 pages of reading per week, 1 papers

**Grade:** 100% special projects

#### Hndi 5993 Directed Readings

**(Sec 001); 1-4 cr; max crs 12, 3 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Guided individual reading of Hindi texts. The focus

differs from student to student, from short-story to novel, drama and poetry. Various genres of Hindi literature are studied from a variety of disciplinary perspectives: linguistic, literary and socio-cultural.

**Class time:** 100% one hour consultation/week

**Work load:** 20 pages of reading per week, 1 papers

**Grade:** 100% special projects

## History

**614 Social Sciences Building: 612/624-2800**

### Hist 1011V Honors:World History

**(Sec 001); Credit will not be granted if credit has been received for: HIST 1017, HIST 1017, HIST 1017, HIST 1011, HIST 1011W, HIST 1011W, HIST 1011W, HIST 1011W, HIST 1011W; 4 cr; prereq Fr or soph, honors student; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Reyerson, Kathryn L.

**Description:** History 1011V is designed to satisfy the historical and international perspectives LE requirements. At the crux of History 1011V is the exploration of the emergence and development of civilizations in major regions of the world, the Ancient Near East, India, China, Africa, the Americas, Europe and Oceania, in the period from the beginnings of human kind to approximately 1550 CE. The guiding theme throughout the course is that of cross-cultural exchange, with encounters and interactions of peoples, trade goods, and ideas in the pre-Colombian era, and a comparison of civilizations from one region to the next. The climax of the course comes with the closing of the ecumene in the age of European discoveries. The study of the origin and diversity of human societies permits focus on traditions of religion, society, culture, and politics which remain of considerable influence in the modern world. Attention is given to geography in lectures and in multiple map exercises to enable students to familiarize themselves with the world. At the end of History 1011V students should have a foundation for understanding why people across the globe react differently to some of the major issues of our time. History 1011V is taught in three 50-minute lectures and two discussion sections per week, concurrently with History 1011W. This Honors section will carry an enrichment component beyond History 1011W in the form of additional written work.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 50-75 pages of reading per week, 20-30 pages of writing per semester, 2 exams, 3 papers

**Grade:** 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% class participation

**Exam format:** Essay and short answer

**Course URL:** <http://cla.umn.edu/courses/hist1011>

### Hist 1011W World History

**(Sec 001); Credit will not be granted if credit has been received for: HIST 1017, HIST 1017, HIST 1017, HIST 1013, HIST 1011V, HIST 1011V, HIST 1011V; 4 cr; prereq [Fr or soph (any)] or [jr or sr, non-Hist mjr only]; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Reyerson, Kathryn L.

**Description:** History 1011W is designed to satisfy the historical and international perspectives LE requirements. At the crux of History 1011W is the exploration of the emergence and development of civilizations in major regions of the world, the Ancient Near East, India, China, Africa, the Americas, Europe and Oceania, in the period from the beginnings of human kind to approximately 1550 CE. The guiding theme throughout the course is that of cross-cultural exchange, with encounters and interactions of peoples, trade goods, and ideas in the pre-Colombian era, and a comparison of civilizations from one

region to the next. The climax of the course comes with the closing of the ecumene in the age of European discoveries. The study of the origin and diversity of human societies permits focus on traditions of religion, society, culture, and politics which remain of considerable influence in the modern world. Attention is given to geography in lectures and in multiple map exercises to enable students to familiarize themselves with the world. At the end of History 1011W students should have a foundation for understanding why people across the globe react differently to some of the major issues of our time. History 1011W is writing intensive, taught in three 50-minute lectures and two discussion sections per week. Students will write regularly in the discussion sections in examinations and papers.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 50-75 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, The papers are short, 5-7 pages

**Grade:** 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% class participation

**Exam format:** Essay and short answer

**Course URL:** <http://cla.umn.edu/courses/hist1011>

### Hist 1026 Western Civilization from its Origins to ca 1500

**(Sec 090); Credit will not be granted if credit has been received for: HIST 1033, HIST 1031V, HIST 1031V, HIST 1031V; 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Robison, Kira Lynn

**Description:** This course will look at the development of western civilization from the onset of writing to the expansion of Europe. This journey will take us from Egypt and Mesopotamia, into the Mediterranean, Western Europe, and eventually onto the greater world stage. As part of this exploration, this class will emphasize the social and cultural history within a subject that has tended to be treated purely from a political viewpoint. Another important aspect of this class is the contributions of the ancient world to the medieval period, and the overall legacy of medieval institutions and traditions for the modern world. The reading is intended to provide both a historical narrative and a look at the lives and attitudes of historical groups in their own words.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 50-70 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 2 papers, map quizzes

**Grade:** 30% written reports/papers, 25% class participation, 45% exams/quizzes

**Exam format:** essay, identifications

### Hist 3053 Ancient Civilization: Rome

**(Sec 090); 3 cr; meets DELM req of classroom**

**Instructor:** Evans, John Karl

**Description:** A broad survey of the history and culture of Rome from its prehistoric origins in the 8th century BC to the decline and fall of the Roman Empire in the 3rd and 4th centuries AD. It is designed for undergraduates with no previous college-level coursework in ancient history. Emphasis is given to reading original sources in translation, and to the lectures that pursue broad historical themes such as the rise and fall of the Roman Republic, and the decline and fall of the Roman Empire. Secondary texts supplement the original sources and lectures. There are no term papers; all examinations are essay in format, and take-home. The syllabus can be found at:

<http://www.tc.umn.edu/~evans002/>. Although dates differ from one year to the next, the course structure, exam format, and required readings remain the same.

**Class time:** 100% lecture

**Work load:** 100 pages of reading per week, 3 exams

**Grade:** 0% 100% on mid-term and final exam; breakdown not yet determined

**Exam format:** Essay

**Course URL:** <http://www.tc.umn.edu/~evans002/>

### Hist 3101 Introduction to Medieval History

**(Sec 001); 3 cr; meets CLE req of International Perspect**

**Theme; meets DELM req of classroom****Instructor:** Phillips Jr, William D**Description:** This course is a survey of the history of medieval Europe from approximately 400 to 1500. Emphasis on social, economic, and cultural history. Consideration of the medieval expansion of Europe and Europe's relations with its neighbors -- Byzantium and Islam.**Class time:** 33% lecture, 33% Discussion**Work load:** 50-70 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 2 papers, journal**Exam format:** essay and identifications**Work load:** 50-100 pages of reading per week, 16 pages of writing per semester, 1 exams, 4 papers**Grade:** 30% final exam, 65% written reports/papers, 5% class participation**Exam format:** Essay**Hist 3151W British History to the 17th Century****(Sec 001); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Karras, Ruth Mazo**Description:** Pre-modern Britain contributed much to the English-speaking world: language, law, representative institutions, folktales, family and household structures, and much more. But these cultural developments were not uncontested in their own time. The "Britain" of later centuries, whose empire made such an impact on the entire world, grew out of a complex mixture of cultures: Celtic, Roman, Christian, Anglo-Saxon, Viking, Norman. In tracing the British Isles from prehistoric times until the mid-seventeenth century, this class focuses on cultural interactions and the development of complex identities. Topics include the Roman, Anglo-Saxon, and Norman conquests of England and the English conquests of Wales and Ireland; forms of Christianity (both official and popular) as it varied across Britain and Ireland, and over time with the initial conversion, relation between church and society in the Middle Ages, and the relation between politics and belief in the Protestant Reformation; forms of governance from the level of the village to that of the kingdom; social structures, rural life, and urbanization; family and gender relations; daily life; high and low culture; beginnings of overseas expansion. Textbook, primary source readings, 2 exams, 2 papers with required drafts.**Hist 3401W Early Latin America to 1825****(Sec 090); Credit will not be granted if credit has been received for: LAS 3401W; 4 cr; A-F only; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Carmody-McIntosh, Karen**Description:** After the Spanish arrived in Mexico and Peru, indigenous groups ingeniously preserved statues and other representations of their gods. They secretly incorporated their sacred icons into the structures of newly-constructed Spanish churches. Over time, they began to practice a blend of Christianity and traditional religion. The colonial history of Latin America is full of such mixture as a variety of native peoples responded to unfamiliar beliefs, political systems, and economic practices. Students will learn about the strategies of resistance, accommodation, and alliance that indigenous and enslaved peoples employed in their encounters with Europeans. Lectures outline the religious, cultural, economic, and administrative features of a vibrant colonial society that developed across much of the Americas and changed over a span of three centuries. Class discussions generate questions and ideas that students will continue to develop in a variety of formal and informal writing assignments. Students will analyze and interpret images as well as selections from primary documents produced by a range of historical actors: men and women, elites and commoners, Spaniards and indigenous peoples. The class concludes with a study of the ideals and upheavals of the nineteenth-century independence movements.**Hist 3282 European Intellectual History: The Modern Period, 1750-Present****(Sec 001); Credit will not be granted if credit has been received for: HUM 3282; 3 cr; meets DELM req of classroom****Instructor:** Shank, JB**Description:** Second of a two-semester survey of European thought in its historical/cultural context. Emphasizes the development of philosophical/scientific thought and its relation to thinking about the individual and the community. Readings are drawn from original texts by such authors as Hume, Kant, Rousseau, Hegel, Marx, Darwin, Nietzsche, Weber, Freud, Woolf, Heidegger, Adorno, and Foucault.**Class time:** 60% lecture, 40% Discussion**Work load:** 50-100 pages of reading per week, 20 pages of writing per semester, 3 papers**Grade:** 90% written reports/papers, 10% class participation**Hist 3402W Modern Latin America 1825 to Present****(Sec 001); Credit will not be granted if credit has been received for: LAS 3402W; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Pilcher, Jeffrey Michael**Description:** In 1910, a disputed presidential election inspired Mexican revolutionaries to overthrow a dictatorship and fight for more than a decade to claim the rights of citizenship. Nearly a century later, Mexicans still question the legitimacy of their political institutions and demand genuine democracy. Although we cannot predict when another revolution will break out in the region, this class will help you understand some of the common historical events that have shaped all of the Americas: wars for independence and the formation of new nations, the movement to abolish slavery, struggles to extend citizenship to women, workers, and minorities, the rise of industry and migration, as well as the contemporary challenges and opportunities of globalization. The class will focus particular attention on connections between Latin America and the wider world..**Class time:** 70% lecture, 30% Discussion**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers**Grade:** 10% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% lab work, 10% informal writing assignments**Exam format:** essay**Hist 3348 Women in Modern America****(Sec 001); Credit will not be granted if credit has been received for: WOST 3408, GWSS 3408; 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core****Instructor:** Evans, Sara M**Description:** History of American Women from 1880 to 2000. Topics include struggles for women's rights, the changing nature of women's work both inside and outside the home, family, sexuality, and the impact of race, class, and region on women's lives. Format is lecture/discussion. Reading averages 50 pages/class. Students will write several brief papers (2-4 pages) and one paper of 6-8 pages utilizing oral history techniques. There is an optional 1 credit discussion section for which students may register separately.**Class time:** 60% lecture, 40% Discussion**Hist 3415 Migrations in Modern Global History****(Sec 001); 3 cr; meets DELM req of classroom****Instructor:** Gabaccia, Donna**Description:** There are heated debates about the impact of immigration, emigration, and foreigners in every corner of the world. The purpose of this course is to extend students' understanding of migration beyond the United States, and beyond the present, so that they can better assess and participate in these debates. The course begins with a

fundamental and unresolved issue in early human history: if humans are "naturally" sedentary, how did they come to populate the world? The remainder of the course focuses on the past 500 years of human mobility. It acknowledges that the U.S. is regarded worldwide as the paradigmatic "nation of immigrants," but it focuses on the global systems or "networks of migration" in which North America has long been enmeshed. It compares the encounters of natives and newcomers (slave and free alike) in Europe's Atlantic empires and explores how new nations in North and South America sought to repopulate their countries with immigrants in the nineteenth century. It shows how the abolition of the slave trade and trade contributed to an earlier era of globalization by creating a market for migratory labor that linked Atlantic and Pacific economies. It compares U.S. immigrants to those living and working in Latin America, Europe and Asia and explores the consequences of widespread restrictions on human mobility in the twentieth century.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 50-75 pages of reading per week, 3 papers

**Grade:** 75% written reports/papers, 25% class participation

**Hist 3424 Women and Gender in Latin American History (Sec 001); Credit will not be granted if credit has been received for: WOST 3413, WOST 3413, GWSS 3413; 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Chambers, Sarah C

**Description:** This course for undergraduates examines changing gender norms in Latin America over time as compared to the lives of real women and men of diverse classes and ethnic groups. The course will explore how representations of femininity and masculinity affected Latin American society and politics. We will analyze how women responded to their position in society on a continuum from accommodation to resistance. Readings include a particular focus on life histories and oral testimonies. Topics include: doing women's history, women in pre-Columbian societies, women under colonialism, gender division of labor, education, religion, the arts and literature, and political and social movements. Format will combine lecture and discussion.

Students will read about 100 pages a week, including books, articles, literature, and primary sources. There will likely be 2 short papers and several shorter assignments (about 15-18 pages total), quizzes and a final essay exam.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 75-100 pages of reading per week, ~16 pages of writing per semester, 1 exams, 2 papers, postings to WebCT discussion board; short quizzes

**Grade:** 20% final exam, 40% written reports/papers, 20% quizzes, 10% class participation, 10% web postings

**Exam format:** essay and I.D. terms

**Course URL:** <http://www.hist.umn.edu/~chambers/hist3424/>

**Hist 3431 Early Africa and Its Global Connections (Sec 001); Credit will not be granted if credit has been received for: AFRO 3431, AFRO 3431, AFRO 3431; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Wagner, Michele Diane

**Description:** Explores the deep, rich and diverse history of Africa from a global perspective. From ancient times, Africans were active in several different world systems including the worlds of the Mediterranean, the Middle East and the Indian Ocean. There were also large-scale trans-regional systems within the enormous continent of Africa, through which people shared ideas and goods across vast distances. Course examines African history before 1500, including ancient Nubia, Egypt and Kush, Abyssinia and Oromo, Carthage and Numidia, the Ghana and Mali Empires, the Great Zimbabwe and Swahili city-states, and the kingdoms of the Great Lakes and central African savannas. Topics like religion --including the earliest expansion of Judaism, Christianity and Islam beyond the Middle East-- art, architecture and story-telling, the development of social and political classes and class conflict, will be examined.

Students will reflect on fundamental historical questions like the meaning of "civilization" and of "history"; the role of environment in human history, the historical significance of oral traditions, and the dynamics of multiculturalism in early societies.

**Class time:** 50% lecture, 30% Discussion, 20% films, museum visit

**Work load:** 50-70 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, small assignments

**Grade:** 10% mid-semester exam(s), 20% final exam, 20% written reports/papers, 15% special projects, 10% class participation, 15% problem solving

**Exam format:** written identification and essay

**Hist 3436 Historical Background to Contemporary African Conflicts: Case Studies**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Wagner, Michele Diane

**Description:** In terms of number of lives lost, the 20th century was the deadliest in human history. Much of this destruction and tragedy took place in Africa. Why? This course draws on some of the newest works of African history to probe the causes of present-day patterns of conflict and human rights violations. The course is organized around both general historical patterns and particular case studies. We will examine case studies from Rwanda, Congo, Sudan, Liberia, Sierra Leone, Nigeria, Somalia, Ethiopia and Oromia. Moving back into the past, we will examine patterns of power, conflict, and conflict management, handling diversity and difference, distributing resources, confronting inequality and punishing crime. We will consider how such patterns have developed and changed over time, how they have been affected by internal and external influences, and what roles they play in promoting or reducing conflict today.

**Class time:** 33% lecture, 33% Discussion, 34% film, guest speakers

**Work load:** ~50-75 pages of reading per week, ~15 pages of writing per semester, 1 exams, 3 papers, assignments, projects

**Grade:** 15% final exam, 40% written reports/papers, 15% special projects, 20% class participation, 10% problem solving

**Exam format:** essay

**Hist 3461 Introduction to East Asia I: The Imperial Age (Sec 090); Credit will not be granted if credit has been received for: EAS 3461, EAS 3461; 3 cr; max crs 4, 1 repeat allowed; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Ye, Zhiguo

**Description:** This is a comprehensive introduction to East Asia (China, Japan, Korea, and Vietnam) from prehistoric times to the sixteenth century. It traces the evolution of major political and economic institutions as ways to understand basic structures of political authority and systems of resource distribution in these societies. It outlines major schools of East Asian philosophy and religions, such as Confucianism, Daoism, and Buddhism, and discusses their development and influence in each of the four countries. It analyzes some of the most important features of East Asian society, i.e., family structure and gender relationships in ideology as well as in practice. As part of the overview of East Asian society and culture, the course also introduces main modes of artistic expression through various kinds of visual materials as well as visits to museums. The course stresses the inter-connections within East Asia while highlighting the distinctive paths of historical changes in each of the four countries.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 50 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 1 papers

**Hist 3468 Social Change in Modern China (Sec 001); Credit will not be granted if credit has been received for: HIST 5468, HIST 5468, EAS 3468W, EAS 3468; 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Wang, Liping

**Description:** This course explores major issues in modern Chinese society. It begins with the Opium War in 1840 and traces the relationship between anti-drug effort and state building to the 1990s. It examines the New Culture Movement in the 1920s and links it to the emergence of cosmopolitan culture, new women, and popular nationalism. It retells the story of the Great Leap Forward in the 1950s and uses it to analyze the increasing urban/rural gaps under the PRC. It also devotes considerable time to the importance of gender and ethnicity since the early 20th century. Students will achieve a good understanding of modern China through reading and discussing up-to-date scholarship on these above themes and issues. This course is for undergraduate students, both majors and non-majors.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 3 papers

**Grade:** 80% written reports/papers, 20% class participation

#### Hist 3485 History of Southeast Asia

(Sec 001); 3 cr; A-F only; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course is intended to provide a general introduction to Southeast Asia's past and present. The course is organized chronologically around three broad periods: 1) traditional states and societies (to 1800); 2) colonial transformations and indigenous responses (1800-1945); and 3) the emergence of four nation-states: Vietnam, Indonesia, Thailand, and Philippines. Within these contexts, the course will explore several topics and themes, among them: the origins of indigenous states; religious conversion and practice; ethnicity, social organization, and gender relations; modern social and economic transformations; response to colonial domination; the development of "imagined communities"; and nationalist and revolutionary movements; post-colonial societies and political systems; ethnic conflict and national integration; the impact of Cold War international relations; and U.S. involvement in the region.

#### Hist 3609 Military History of Medieval Western Europe

(Sec 090); 3 cr; meets DELM req of classroom

**Instructor:** Bachrach, Bernard S !!UC Outstanding Teaching Award!!

**Description:** This course deals with the period from the gradual dissolution of Roman imperial power in the West during the fifth century to the development of gunpowder weapons in the fifteenth century. The immense significance of the military history of this thousand year adventure is evidenced in numerous ways as the governments of western Europe expended the greatest part of their surplus human and material resources on preparation for war, war and its aftermath. The centrality of military matters is expressed culturally in every genre of literature. Violence and its deterrence are fundamental themes in medieval legislation and in religious rites. Images of armed conflict are prominent in medieval art forms from manuscript illustration to the sculptures of church facades. The results of the massive expenditure on the medieval "military-industrial" complex can still be seen in the remains of thousands of fortified cities, fortresses and other strongholds that still dominate the historical landscape of Europe. In this course, we will work with the available historical and archaeological sources to reconstruct the strategy, military operations, battle tactics, and combat techniques developed throughout the medieval millennium within their particular historical contexts.

**Class time:** 65% lecture, 35% Discussion

**Work load:** 75-100 pages of reading per week, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 40% final exam, 30% written reports/papers, 10% class participation

**Exam format:** short and long essays

#### Hist 3611 Medieval Cities of Europe: 500-1500

(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspective Theme;

meets DELM req of classroom

**Instructor:** STAFF

**Description:** For anyone who has traveled to Western Europe, cities with a medieval past are everywhere. This course is designed to provide students with an understanding of European urban forms in the period 500-1500. The political, social, economic, legal, and cultural life of medieval towns, as well as their physical monuments and archeological remains, will be explored. The evolution of cities will be traced from the end of Rome through a nadir of urban civilization in the Early Middle Ages to the rebirth and flowering of cities in the High and Late Middle Ages. There are no prerequisites - this course is open to all with an interest in cities.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 60-80 pages of reading per week, ~10 pages of writing per semester, 2 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 40% final exam, 30% written reports/papers

**Exam format:** Essay

**Course URL:** <http://www.cla.umn.edu/courses/hist3611>

#### Hist 3613 History of the Crusades

(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspective Theme; meets DELM req of classroom

**Instructor:** Bachrach, Bernard S !!UC Outstanding Teaching Award!!

**Description:** This course examines how the emergence of a new kind of Holy War at the end of the eleventh century--the crusades--transformed political, commercial, and intellectual relations among Christians, Muslims and Jews. The course aims to address the variety of forms of contact between the three groups by drawing upon a wide range of primary source materials: chronicles; travelogues; sermons; religious disputations; and exchange contracts. Topics include the founding of a crusader kingdom in the Holy Land and the articulation of a Muslim theory of Holy War, the Jihad, in response; crusader violence against Jewish communities; and the expansion of the crusade idea in the thirteenth century to encompass campaigns against schismatics, heretics, and political enemies of the papacy in Byzantium, southern France, and the Italian Peninsula. This course is intended for undergraduates at the sophomore level and above, and for majors and non-majors alike. Assignments will include both formal and informal writing assignments, along with a final examination.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 60-80 pages of reading per week, 1 exams, 3 papers

**Grade:** 50% final exam, 30% written reports/papers, 20% class participation

**Exam format:** essay

#### Hist 3691W The British Empire

(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Public Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Clark, Anna Kirsten

**Description:** This course will explore the history of the British empire from a critical perspective. We will examine Britain's consolidation of its Indian empire and conquest of African colonies in the 19th century. Ireland will also be considered as a colony of Britain. British policies in the Middle East - in Afghanistan and Iraq - will also be studied. Finally, we will see how the British empire disintegrated in the twentieth century. We will trace the development of racist ideas which were used to justify the empire. The multicultural composition of British society will also be examined. We will also assess debates about economic motives for empire. The resistance of colonized peoples to conquest and domination will be looked at as a dynamic in imperial expansion and contraction. The course will also use gender as a category of analysis, examining imperial masculinities, contrasting the experiences of white and colonized women, and looking at controversies about sex as flashpoints in imperial history. Sources will include primary documents,

historiographical debates, and fiction. No background in British history is required. This course will be in a seminar format, with discussion on the readings. The course will be web enhanced on Classweb.

**Class time:** 40% lecture, 60% Discussion

**Work load:** 70 pages of reading per week, 25 pages of writing per semester, 1 exams, 3 papers, class participation required

**Grade:** 30% final exam, 60% written reports/papers, 10% class participation

**Exam format:** Short answer and essays

**Course URL:** <http://www.webct.umn.edu>

**Hist 3715 Modern Spain: 1500 to the Present (Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Phillips, Carla Rahm

**Description:** This course examines the history of Spain from its rise as the dominant European power to the present. In the 16th and early 17th centuries, Spain was the most powerful country in Europe and ruled a vast overseas empire as well. The course begins by examining the rise and fall of Spanish power; exploration and empire under the Habsburg dynasty; internal government; European politics and warfare; culture, religion, society, and intellectual life; the roles of women; the effect of empire on Spain and its European rivals; agriculture and commerce; and daily life and social mores. Through readings and class lectures, students will also explore the changing interpretations of Spanish history by modern historians. By the middle of the 17th century, Spain lost its dominant role within Europe but kept considerable power and prestige because of its vast empire in the Americas and other outposts around the globe. We will examine the Spanish monarchy and the Enlightenment of the 18th century; the Napoleonic invasion and War of Independence; the loss of Spain's American empire; the rise of industrial society; the changing roles of men and women in Spanish society; and the explosive pressures that led to civil war and dictatorship in the mid- 20th century. Thereafter, we will follow Spain's transformation from dictatorship to democracy in the 1970s and its subsequent evolution as an important member of the European Community.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 75 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 3 papers

**Grade:** 20% mid-semester exam(s), 40% final exam, 30% written reports/papers, 10% class participation

**Exam format:** essay

**Hist 3721 20th-Century Europe From the Turn of the Century to the End of World War II**

**(Sec 090); Credit will not be granted if credit has been received for: HIST 5721, HIST 5721; 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Vovchenko, Dennis

**Description:** How was power projected, legitimated and challenged in Europe before and after WWI? How was the dynamics of empire, religion, nation, class, gender and race reflected in the popular mass media at the time and in historical memory? With these general questions in mind, we will explore the changing nature of national and social conflicts from before WWI through WWII, the differences between pre-WWI overseas and continental empires, and the competing liberal, communist and fascist visions of Europe in the interwar period and WWII. Fiction and memoirs will give us a sense of what was going on "on the ground." Analyzing scholarly arguments will expose us to a wide range of possible interpretations of one of the most important periods in European history. Course organized primarily as lecture balanced with films, large and small group student discussion, in-class exercises. For history and non-history majors but freshmen need to contact the instructor directly for permission.

**Class time:** 60% lecture, 20% Discussion, 20% audiovisuals

**Work load:** 80-100 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% quizzes

**Exam format:** short identifications, essays

**Hist 3727W History of the Holocaust**

**(Sec 001); Credit will not be granted if credit has been received for: RELS 3521, JWST 3521, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W; 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Feinstein, Stephen

**Description:** The word "Holocaust" refers to the extermination of 6 million Jews and 500,000 Roma and Sinti (Gypsies) during the rule of National Socialism (NAZI) in Germany. Others labeled "undesirable" or "subhuman" were also exterminated in this process. In this course, particular attention will be given to the phenomenon of anti-Semitism, in both its religious and secular forms, to the relationship between mass murder or genocide and the growth of bureaucracy and technology, and to the challenges posed by the Holocaust for religious and humanistic beliefs and values. The course uses cross-disciplinary approaches, as well as documents, films and guest speakers.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 150-175 pages of reading per week, 24-30 pages of writing per semester, 1 exams, 3 papers, An optional discussion section is available. Course is writing intensive

**Grade:** 25% final exam, 70% written reports/papers, 5% class participation

**Exam format:** Short answer and essay with choices. Study sheet given prior to exam.

**Course URL:** <http://MYU.UMN.EDU> and [www.chgs.umn.edu](http://www.chgs.umn.edu)

**Hist 3729 Nazi Germany and Hitler's Europe**

**(Sec 001); 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Weitz, Eric D

**Description:** History 3729 examines the Nazi dictatorship in all its complex dimensions, from the early life of Adolf Hitler to total war and genocide. Students explore how the Nazi movement arose in the context of modern German and European history, and how the Nazis were able to win the support of significant segments of the German population. We study the Nazis' massive project of social and biological engineering--pronatalism, forced sterilization, extermination of "social and biological deviants," and, ultimately, the genocide of the Jews. Through memoirs, state documents, and historical accounts, the class examines life from the vantage point of perpetrators, accommodators, victims, and resisters. While learning about the many facets of the history of the Third Reich, students also develop an understanding of how historians interpret the evidence that they gather and reconstruct the past.

**Class time:** 100% Class is run in an active lecture format, meaning that lectures are interspersed with discussions and debates

**Work load:** 100 pages of reading per week, 2 exams, 2 papers, papers are 4-7 pages each one of which will involve library work

**Grade:** 20% mid-semester exam(s), 30% final exam, 35% written reports/papers, 5% class participation, 10% Film review

**Hist 3747 Habsburg Central Europe: 1740-1918**

**(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Cohen, Gary B.

**Description:** This course treats the evolution of Habsburg rule and society in Central Europe from the reforms of Maria Theresa to the imperial collapse at the end of World War I. In contrast to conventional views of the region's backwardness and the shortcomings of modern political and social development, the course examines the far-reaching political, economic and social development after the mid-eighteenth century with emphasis on the nineteenth century. Major themes include the impact of modern industrial society on politics and culture, the rise of modern nationalist movements, political radicalism and anti-Semitism, the emergence of modernist culture around 1900, and the Habsburg Monarchy's role in the coming of World War I

**Class time:** 60% lecture, 40% Discussion

**Work load:** 140 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 25% written reports/papers, 15% class participation, 20% second midsemester exam

**Exam format:** 5 identification items and 1 essay (from a choice of 3 questions)

**Course URL:** <http://www.tc.umn.edu/~gcohen/>

### Hist 3812 The Civil War and Reconstruction

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Norling, Lisa A

**Description:** This course will explore politics and society in the U. S. from 1848 to 1877. While paying some attention to the military history of the Civil War, the course focuses primarily on the causes and consequences of the sectional crisis between the North and South; Southern secession; Lincoln and emancipation as a Northern war aim; the impact of the war experience both North and South on men and women, Euro-Americans, African-Americans, and Native Americans; and the effects during Reconstruction to change the Southern way of life and permanently transform the political, economic, and social status of African-Americans.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 2 exams, 3 papers

**Grade:** 15% mid-semester exam(s), 20% final exam, 55% written reports/papers, 10% in-class presentations

**Exam format:** Short identifications

### Hist 3821 United States in the 20th Century to 1945

**(Sec 090); 3 cr; meets CLE req of Historical Perspective**

**Core; meets DELM req of classroom**

**Instructor:** Manuel, Jeff

**Description:** This course will explore the cultural, political, and social history of the U.S. during the turbulent period from 1900 to 1945. During this brief period of time, Americans confronted two world wars, a decade of economic depression, and profound challenges to previous ways of thinking about government, the economy, race, gender, and the U.S.'s role in the world. Through lectures, readings, and the examination of primary source documents, we will consider how these changes affected U.S. culture and society and what they reveal about underlying systems of thought at the time.

**Work load:** 50-100 pages of reading per week, 2 exams, 2 papers

**Grade:** 15% mid-semester exam(s), 25% final exam, 50% written reports/papers, 10% special projects

**Exam format:** short identification, essay

### Hist 3822 United States in the 20th Century Since 1945

**(Sec 001); 3 cr; meets CLE req of Historical Perspective**

**Core; meets DELM req of classroom**

**Instructor:** Deutsch, Tracey A

**Description:** We'll cover a range of topics, with special attention paid to the Cold War and anti-communism, the growing centrality of mass consumption to American life, the Civil Rights movement and the many protests to which it gave rise, the development of a "counter culture" and "New Right" in the late 1960s and 1970s, the profound changes to American sexuality and politics visible in the 1970s, and the increasing centrality of religion to American life in the 1980s and 1990s. Many of these topics will illuminate similar themes--the significance of class and gender relations to American history, Americans' various attempts to confront its history of racism and to talk about race, the relationship between cultural performance and political action, and the significance of politics and policy to everyday life.

**Work load:** 40-75 pages of reading per week, 2 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 30% final exam, 50% written reports/papers

**Exam format:** essay

### Hist 3837 Minnesota History

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Stone, Paul Clois

**Description:** This course explores the cultural, social, intellectual and political history of the place that became the American state of Minnesota between the 17th and 21st centuries. We examine the geographical location of the present state along with geological and ecological factors that have shaped its human and natural life during the last four centuries. Initial lectures and handouts will treat the early history of Minnesota as an extension of the history of southern Canada until the early 1800s. The course also places emphasis on the frontier and territorial history of 19th century Minnesota as well as that of neighboring American and British areas. We also examine the first decades of Minnesota statehood and the significant waves of immigration to the state in the last half of that century. The 20th century focus of the course treats the literature, cultural life and political tendencies of the state and the larger region, and the ways in which Minnesotans shaped the larger national life. Here we study such figures as Ignatius Donnelly, Archbishop John Ireland, James J. Hill, Frances Densmore, F. Scott Fitzgerald, Sinclair Lewis, Orville Freeman, Hubert Humphrey, Eugene McCarthy, Walter Mondale and Bob Dylan. The course features guest lectures, several field trips, novels, music and regular class discussions. Students with interests in specific topics in Minnesota's history are encouraged to use the course as a means of developing a thorough understanding of these interests or themes.

### Hist 3845 American Economic History: 1870 to the Present

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Green, George David !!Morse Alumni Award!!

**Description:** Covers topics on American economic development since 1870s: farm problems in the 19th century, rise of big business and finance capitalism, the 1920s economy and the causes of the great depression, postwar capitalism and government policies for stability and growth. Students read diverse articles and write a paper on each topic before discussion begins. There are no exams. The course is open to all undergraduates, but is most often taken by History and other social science majors.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 90 pages of reading per week, 25 pages of writing per semester, 4 papers

**Grade:** 80% written reports/papers, 20% class participation

### Hist 3865 African American History, 1865 to Present

**(Sec 001); Credit will not be granted if credit has been**

**received for: AFRO 3865, AFRO 3865; 4 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Mayes, Keith A

**Description:** This course explores the period between Reconstruction and the meaning of black freedom after the Civil War to contemporary issues such as reparations and racial profiling. Afro 3865 begins by examining how the Civil War culminated in the liberation of four million slaves and the attempt by constitutional amendments to right the wrongs of the previous period of enslavement. Though constitutionally free, Reconstruction ended in failure, stripping African-Americans of their newfound citizenship and ushering in the period of Jim-Crow segregation. The course will detail black life under Jim Crow, but highlight African-American agency in the realm of politics, labor, sports, music, and intellectual life. The course turns a crucial corner during the New Deal period and discusses how the 1930s and early 1940s set the stage for the modern civil rights struggle. With the Supreme Court's decree directly challenging Jim Crow in 1954, African-Americans entered a new phase in their history where protesting for black rights became a defining feature in American culture during the 1960s and 1970s. New leaders and organizations emerged along with novel cultural forms and expressions. The course ends in the contemporary period. What are we to make of the modern day black struggle around race, class, and gender? How are we to

interpret the demand for reparations in the age of dismantling affirmative action? What about heightened incidences of police brutality? How do they all connect to the past?

**Hist 3872 American Indian History: 1830 to the Present (Sec 001); Credit will not be granted if credit has been received for: AMIN 3872, AMIN 3872; 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**  
**Instructor:** O'Brien-Kehoe, Jean Maria !!Grad and Profl Teaching Award!!

**Description:** How did American Indian nations navigate the turbulent nineteenth and twentieth centuries that brought a flood of intruders into their homelands and remake themselves into the vibrant and richly diverse peoples that they are in the present? Beginning with the turmoil surrounding Indian Removal policy in the 1830s, and extending into the present-day struggles of Indian nations to control their own destinies, this course serves as an introduction to American Indian history from 1830 to the present. Touching on such themes such as cultural resistance and and political resurgence in the face of U.S. colonialism, we will focus on the interface between the development of Federal Indian policy and American Indian resistance to U.S. initiatives as a unifying theme, and we will also consider major shifts in the nature of American Indian sovereignty into the present. This course stresses the integrity and adaptability of American Indian societies, and the centrality of ever-emergent American Indian identity to the experiences of Indian people. Particular topics include: Indian Removal and the concept of Indian Territory; Sovereignty: What does it mean? Encounters, east and west; Reservation Life; Pan-Indianism; John Collier and the Indian New Deal; the Indian Claims Commission; Termination and Relocation; Self-Determination and Indian Activism. Readings are designed to complement course session, and include documents, a monograph, a novel, and compiled oral histories of Indian peoples.

**Class time:** 30% lecture, 30% Discussion, 30% films  
**Work load:** 100-120 pages of reading per week, 4-6 pages of writing per semester, 3 exams, 1 papers  
**Grade:** 40% mid-semester exam(s), 25% final exam, 25% written reports/papers, 10% class participation  
**Exam format:** Essay

**Hist 3875W Comparative Race and Ethnicity in US History (Sec 001); 3 cr; A-F only; prereq instr consent or history undergrad advising office approval; meets CLE req of Historical Perspective Core; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Urban, Andrew Theodore  
**Description:** This course begins with the premise that race and ethnicity are socially constructed categories. There is no innate biology or gene that makes someone a member of a racial or ethnic group. Nonetheless, from colonial times until the Civil War, American slavery was justified by the belief that blacks were inherently inferior. In the course of the 20th century, Japanese Americans went from being considered racialized enemies of the state to being praised as "model minorities." Today, Irish Americans celebrate their "Irishness" on St. Patrick's Day, even if their families have been in the US for generations. Individuals and groups are categorized as belonging to a race or ethnicity, and identify themselves along racial and ethnic lines, due to a variety of complex and powerful historical forces. The goal of this course is to explore the various social, political, and cultural forces that have been at work during different periods of American history, and how these forces have shaped understandings of race and ethnicity. We will examine how race and ethnicity relate to and inform notions of gender, sexuality, and social class. We will also look at how race and ethnicity have been key elements of American nationalism, and inseparable from the history of immigration and migration. Finally, we will investigate how race and ethnicity have been characterized in popular culture and in various forms of media, including film, television, cartoons, and music.

**Class time:** 45% lecture, 45% Discussion, 10% Viewing films and other media presentations  
**Work load:** 100 pages of reading per week, 16-20 pages of writing per semester, 2 exams, 3 papers  
**Grade:** 10% mid-semester exam(s), 20% final exam, 40% written reports/papers, 30% class participation  
**Exam format:** IDs and short essay.

**Hist 3891 American Military History (Sec 090); 4 cr; meets DELM req of classroom**

**Instructor:** Buckley, Thomas Cotter  
**Description:** A survey of military history from colonial times through the Vietnam War. The course looks at the interaction of factors such as geography, politics, and technology in the growth of the military and its impact on America and the World. The three major units are: The military and the formation of the nation 1607-1860, the modernization of the military 1861-1916, and the global range of American military power 1917-1990's. Student's written work in the course will focus on adding to their knowledge of sources in military history, and enhancing their ability to critically evaluate what they have read.  
**Class time:** 85% lecture, 15% Discussion  
**Work load:** 60-90 pages of reading per week, 10-12 pages of writing per semester, 6 exams, 1 papers  
**Grade:** 20% final exam, 20% written reports/papers, 40% quizzes, 10% class participation  
**Exam format:** Short answer and essay

**Hist 3910 Topics in U.S. History: Who's Got the Story? Memoir as Hist/Hist as Mem**

**(Sec 002); 3 cr; max crs 15, 5 repeats allowed; prereq Jr or sr or instr consent ; meets DELM req of classroom**  
**Instructor:** Becker, Matthew Paul  
**Description:** Spring semester distinguished writers will come to campus to discuss how their craft is informed by the intersection of personal memory with history. This course is being offered in conjunction with this exciting conference series on Memoir and History and is designed to answer the question, "Who's got the story?" How is the memoirist's interpretation of personal memories similar to the historian's struggle to make meaning from artifacts, documents, and oral histories? How do their approaches and methods differ? How can we understand each craft-memoir and history-as storytelling? This course will incorporate the opportunities presented by the speakers' series to explore such questions. We will read and discuss several works in the series and will have the unique opportunity to see, hear, and engage with the authors of those works.  
**Class time:** 60% Discussion  
**Work load:** 50-80 pages of reading per week, 15 pages of writing per semester, 1 papers, 5 one page reaction papers, 1 discussion leadership assignment  
**Grade:** 45% written reports/papers, 0% 55% 25% discussion leadership, 30% class/conference attendance

**Hist 3940 Topics in Asian History: 100 Years of Korean Popular Culture**

**(Sec 001); 3 cr; max crs 16, 5 repeats allowed; prereq Jr or sr or instr consent ; meets DELM req of classroom**  
**Instructor:** Barraclough, Ruth  
**Description:** This course traces Korean history over the last hundred years through an examination of popular culture. Taking key works of literature, cinema and television as our primary texts, we will examine the intersection of culture and politics at important moments in Korean history. Beginning with the publication of Korea's first modern novel (The Heartless) during the first decade of Japanese colonial rule, we will investigate the creation of a proletarian literature movement in the 1920s and 30s, Korea's civil war novels, banned film and literature from the 1960s and 1970s and the creation of a Cold War cultural aesthetic, dissident fiction in the 1980s, and the resurgence of the Korean film industry in a global market hungry for a new exoticism.  
**Class time:** 40% lecture, 30% Closed Circuit TV, 30% Discussion

**Work load:** 1 exams, 2 papers

**Grade:** 30% final exam, 40% written reports/papers, 15% in-class presentations, 15% class participation

**Exam format:** essay

**Hist 3960 Topics in History: Women in the Holocaust (Sec 001); 3 cr; max crs 16, 5 repeats allowed; prereq Jr or sr or instr consent ; meets DELM req of classroom**

**Instructor:** Baer, Elizabeth R

**Description:** Despite the fact that Holocaust Studies is now a mature field the topic of women and the Holocaust remains in its infancy. Why have Holocaust scholars been so slow or reluctant to adopt the insights of Women's Studies? We will explore this question, speculating about the reasons, and looking at the material which has emerged on gender and the Holocaust. We will also work on what needs to happen next in this emergent field: bringing a specifically feminist methodology and theoretical framework to understanding the experiences of women in the Holocaust and the Third Reich, their memories/experiences, and their expressions/representations of memories. Among the many questions we will consider are these: Did gender matter to the perpetrators? To the victims? How did women remember their experiences? Represent them? How did Jewish culture and religious beliefs affect the experiences and responses of Jewish women? What were the experiences of women in the resistance? Did gender play a role in their tactics? Their survival? What about the experiences of lesbians? What was the perspective of Nazi women? How did the valorization of "Kinder, Küche, Kirche" construct attitudes towards all women in this era? What were the connections among anti-Semitism, racism, and sexism in Nazi ideology?

**Work load:** Serving as a discussion moderator for one class, regular attendance and participation. The class activities will include visits from Holocaust survivors, a history text, and theoretical essays.

**Hist 3960 Topics in History: Food in Global History (Sec 002); 3 cr; max crs 16, 5 repeats allowed; prereq Jr or sr or instr consent ; meets DELM req of classroom**

**Instructor:** Pilcher, Jeffrey Michael

**Description:** Modern society is fixated on food. When we're not too busy watching the Iron Chef or No Reservations, we're worrying about E. coli in the spinach, mad cows, bird flu, or the obesity epidemic. And we have it easy, historically speaking. Our ancestors were obsessed with the basic problem of avoiding starvation. This class is intended to help understand the significance of food in society. We will take a disciplinary approach, studying works of anthropology, gender studies, geography, history, sociology, philosophy, health, and nutrition. We will also examine a variety of primary sources, including cookbooks and movies. The major writing assignment for the class will be an ethnographic study of a local restaurant. There are no prerequisites for this class.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 30% final exam, 40% written reports/papers, 10% class participation

**Exam format:** essay, short answer

**Hist 3960 Topics in History: The Making of Contemporary Europe (Sec 003); 3 cr; max crs 16, 5 repeats allowed; prereq Jr or sr or instr consent ; meets DELM req of classroom**

**Instructor:** Wolfe, Thomas C

**Description:** This course examines the sources of the complex entity that is today's Europe. We will examine the continuities of European development since the late 18th century, as well as the moments of unprecedented disruption and disjunction that mark Europe's history in the 19th and 20th centuries. The course proceeds topically, and seeks to prepare students to understand the forces shaping contemporary European discourses around war and peace, political life, religion, and culture. Themes include liberalism, socialism, fascism, and supranationalism

(EU).

**Class time:** 50% lecture, 50% Discussion

**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 2 papers, short in class writing and discussion projects

**Grade:** 75% written reports/papers, 15% special projects, 10% class participation

**Hist 3980W Supplemental Writing in History (Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq instr consent; must take a 3-cr 3xxx or 5xxx course taken concurrently; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** With the permission of the instructor of a history course, a student may add this one-credit independent study in order to make the course writing intensive. The student would then be expected to do additional written work, including the revision of at least one paper.

**Hist 4052 Ancient Near East and Egypt: 1500 to 323 BCE (Sec 001); Credit will not be granted if credit has been received for: ANE 4052, CNES 4052; 3 cr; A-F only; prereq 4051 or prev coursework in ancient history recommended; meets DELM req of classroom**

**Instructor:** von Dassow, Eva

**Description:** This course is the second half of a sequence providing in-depth coverage of the history of the ancient Near East, encompassing the lands of Western Asia and Northeast Africa (principally Mesopotamia, Iran, Anatolia, the Levant, Egypt, and Nubia). Hist 4051 covers the periods from the Neolithic through the Middle Bronze Age (c. 9000-1500 BCE), and Hist 4052 covers the periods from the Late Bronze Age through the death of Alexander the Great (c. 1500-323 BCE). Major themes of Hist 4052 include imperial expansion and collapse, diplomatic relations among states, transformations in social structure, innovations in military technology, and developments in religion and theology. Because the data of ancient Near Eastern history are derived from archaeological remains as much as from written sources, the class will study sites and artifacts along with inscriptions, documents, and literary works. Students will develop skills in interpreting the evidence of material culture and images in conjunction with texts. To this end, when possible the class will examine actual artifacts as well as viewing slides. The course is intended primarily for advanced undergraduates and beginning graduate students majoring in ancient history and related fields.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 75 pages of reading per week, 25 pages of writing per semester, 1 exams, 1 papers, several writing assignments and quizzes

**Grade:** 20% final exam, 45% written reports/papers, 20% quizzes

**Exam format:** essay and identifications/definitions

**Hist 4073 History of Rome: A.D. 117 to 641 (Sec 001); 3 cr; prereq An appropriate introductory course is recommended; meets DELM req of classroom**

**Instructor:** Evans, John Karl

**Description:** This course is devoted to one of the classic issues of historical interpretation-- the decline and fall of the Roman Empire. It is examined from a cultural, political, socio-economic, and military perspective. Students may obtain a recent syllabus for this course from <http://www.tc.umn.edu/~evans002/>. Although dates differ from one year to the next, the course structure, exam format, and required readings remain the same.

**Class time:** 100% lecture

**Work load:** 100 pages of reading per week, 2 exams

**Grade:** 33% mid-semester exam(s), 67% final exam

**Exam format:** take-home essay

**Hist 4959 How to Do History (Sec 001); 3 cr; A-F only; prereq [Jr, hist major] or instr consent; meets DELM req of classroom**

**Instructor:** Mizuno, Hiromi

**Description:** This is a fun, activity-centered course that is both practical and intellectual designed to give students the opportunity to develop the skills they need in order to succeed in completing a major research project, such as a senior paper. The course is especially targeted for history majors, but it will be useful to students in many fields. The course weaves together 1/ basic research skills, such as how to use evidence in order to make a logical argument; 2/ intellectual and political questions about how knowledge is established and how we can deal with multiple and differing perspectives; and 3/ exercises in finding and using many different kinds of sources and evidence. The course is meant to give students both the confidence and competence in order to define, organize and complete a major paper. It also gives many critical insights into the issues and controversies surrounding history and how it is produced and used in society.

**Class time:** 25% lecture, 25% Discussion, 50% visits to archives and museums

**Work load:** 25-75 pages of reading per week, 10-20 pages of writing per semester, assignments, journal

**Grade:** 30% written reports/papers, 20% class participation, 50% problem solving, 0% journal

**Exam format:** no exams, more focus on assignments

#### **Hist 4960 Topics in History: Radical Reformist Movements in Islam, 7-20th C**

**(Sec 001); 3 cr; max crs 16, 5 repeats allowed; prereq Jr or sr or grad or instr consent ; meets DELM req of classroom**

**Instructor:** Farah, Caesar Elie

**Description:** This seminar will focus on what Muslim scholars termed "corrective" trends and others "reformist" trends. The historical record points to consistent undertakings by Muslim purists to right the keel of Islam when, in their perception, those in charge of Islamic affairs departed from the basic norm as termed in their judgment the true path. The record also shows that such trends were not always free of forceful undertakings to achieve such an end. We shall focus on those "corrective" projects that had serious consequences for the Muslims and their environments. Those undertakings that were accompanied by violence will be the central topic of discussion: the Kharijites of the first century of Islam, the Hanbalites of the 10th-20th centuries. This would lead us to focus on: the Almoravids of the 10-11 century, the Almohads, their successors in the 12th century, the disciples of Ibn Taymiyah of the 14th century, the Wahhabis of Arabia from the 19th century to the present, the Mahdiah of Sudan in the 19th century and their use of force against opponents, namely British imperialism in the Nile Valley, the Muslim Brotherhood of Egypt in the 20th century and its offshoot Hamas in Palestine, the Islamic Revolution in Iran, most manifest of Shi'ite representation of their perception of the true Islamic state as ordained by the Prophet Muhammad, and the present day jihadist movements all purport to bring about change by means of force.

**Work load:** 2 papers

#### **Hist 4961W Major Paper**

**(Sec 001, 090); 4 cr; A-F only; prereq dept consent, instr consent; sign up in Undergraduate Studies Office two sem in advance; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The major paper seminar is the capstone course for history majors. After spending many semesters reading other scholars' ideas and interpretations, you now have the opportunity to research, analyze, and write your own original work of scholarship. It can be one of the most rewarding intellectual experiences of your time at the University of Minnesota. The senior paper consists of a 20-30 page paper based on original research in primary sources (sources like letters, diaries, newspaper articles, interviews, government documents, etc., rather than scholarly articles or books). It can be on a topic of your choosing, but you are highly encouraged to discuss your paper topic with the instructor before the course begins. Refining the topic and even changing it often occurs during the course of

the semester, but it is important to have some ideas before hand. This semester long course introduces students to the primary methods of historical research, analysis, and writing and guides students through the process of defining a topic, finding relevant secondary and primary sources, writing a research proposal, conducting the research, outlining and writing a first draft, and revising that draft to create a final paper.

#### **Hist 4962 History Undergraduate Proseminar**

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Honors, [jr or sr]] or [history major, dept consent ] ; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Fischer, Kirsten

**Description:** What religious beliefs did the "Founding Fathers" have and how and why should this matter to Americans today? This 3-credit "honors opportunity" proseminar explores the religious beliefs of leading figures during the founding of the United States, as well as some of the heated debates since then over what those beliefs were and what they should mean for the nation. We will examine the religious beliefs of prominent figures such as Thomas Jefferson, John Adams, James Madison, Benjamin Franklin, George Washington, and Thomas Paine, as well as the role of religion in the lives of less famous Americans. We will also investigate the place of religion in the documents that proclaimed some of the nation's foundational ideas: the Declaration of Independence and the Constitution and Bill of Rights. Furthermore, we will explore some of the contests that have occurred since that time over how to interpret the role of religion in the founding era. We will investigate some of the heated contests among historians over the meaning of religion in the early U.S., as well as more recent interventions by a variety of people (from think-tank pundits to Supreme Court justices and popular speakers) who offer interpretations on the role and meaning of religion in early America. We will compare these claims with our own research findings and discuss epistemological questions more broadly: what are the links between religious beliefs, political convictions, and histories of religion?

**Class time:** 100% Discussion

**Work load:** 100-150 pages of reading per week, 16-20 pages of writing per semester, 3 papers, One research paper (8-10 pages); two analytical essays (4-5 pages)

**Grade:** 60% written reports/papers, 10% in-class presentations, 30% class participation

**Exam format:** None

#### **Hist 5468 Social Change in Modern China**

**(Sec 001); Credit will not be granted if credit has been received for: HIST 3468, EAS 3468, HIST 3468W, EAS 3468W, HIST 3468, HIST 3468, EAS 3468W, EAS 3468; 3 cr; meets DELM req of classroom**

**Instructor:** Wang, Liping

**Description:** This course explores major issues in modern Chinese society. It begins with the Opium War in 1840 and traces the relationship between anti-drug effort and state building to the 1990s. It examines the New Culture Movement in the 1920s and links it to the emergence of cosmopolitan culture, new women, and popular nationalism. It retells the story of the Great Leap Forward in the 1950s and uses it to analyze the increasing urban/rural gaps under the PRC. It also devotes considerable time to the importance of gender and ethnicity since the early 20th century. Students will achieve a good understanding of modern China through reading and discussing up-to-date scholarship on these above themes and issues. This course is for undergraduate students, both majors and non-majors.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 3 papers

**Grade:** 80% written reports/papers, 20% class participation

#### **Hist 5671 Proseminar: Modern Britain**

**(Sec 001); 3 cr; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Clark, Anna Kirsten

**Description:** This graduate level seminar will focus on intense reading, discussion, research in primary sources, and analytical writing. It will cover Britain from the 17th century to the present, concentrating on the themes of liberal philosophies and practices, class relations, gender, and empire. We will trace the beginnings of liberal thought with John Locke and contrast liberalism with competing traditions of classical republicanism, radicalism, and conservatism. We will ask why liberalism became so different from the 19th to the 20th century, from advocating minimal government to setting up the welfare state. Why did liberalism fail in the early 20th century and the traditional labor movement fail by the late 20th century? Another theme will be class conflict. Is class a useful way to look at British society? How does gender intersect with class? Why did it take women and working men so long to gain access to the political system? Is Britain really a democratic society? We will also examine why Britain acquired and lost an empire, and the impact of empire on domestic society, discussing such issues as the anti-slavery movement, popular imperialism, and immigration.

**Class time:** 10% lecture, 90% Discussion

**Work load:** 150 pages of reading per week, 25 pages of writing per semester, 3 papers

**Grade:** 80% written reports/papers, 20% class participation

#### **Hist 5857 Proseminar: Readings in the History of American Women**

**(Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom**

**Instructor:** Norling, Lisa A

**Description:** An intensive graduate-level readings course introducing students to classic and recent scholarship in the history of American women from 1600 to the present. Intended primarily for graduate students and advanced undergraduates; undergrads must have instructor's permission. We will survey selected significant issues and debates, conceptual frameworks, and methodological problems in the historiography. Students are assumed to have basic knowledge of chronology of U.S. history. Emphasis on student-run discussion: student responsibilities include reading and preparation in advance of each class, active participation in every class, two short class presentations during the term, short reaction papers, and one longer bibliographic essay.

**Class time:** 90% Discussion, 10% student presentation

**Work load:** 250 pages of reading per week, 25 pages of writing per semester, 3 papers

**Grade:** 40% written reports/papers, 10% in-class presentations, 50% class participation

**Exam format:** no exams

#### **Hist 5877 Asian American History**

**(Sec 001); 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Lee, Erika

**Description:** Situated at the intersections of U.S. history, American Studies, Asian Studies, and Ethnic Studies, Asian American history explores and challenges some of the most important and recent intellectual developments. This pro-seminar will introduce students to the key issues, theoretical frameworks, research, and methodologies of Asian American history. We will examine seminal texts that defined the field as well as the most recent scholarship that has contributed to the re-conceptualization of the Asian American past and present. We will consider Asian American history from comparative and transnational frameworks, asking, for example, how the field relates to Ethnic Studies and immigration history, as well as to Asian history and the history of the Americas. Our approach will be broad and interdisciplinary. Course reading will include monographs and articles, with approximately 250 pages of reading a week. This course is designed for graduate students from varying disciplines. Undergraduate students - especially Asian American Studies minors and students interested in pursuing graduate study - are welcome as well. Students will be required to write weekly response papers, facilitate class discussion, write one book review or lesson plan, and write one final paper (either a literature review or research paper).

**Class time:** 100% Discussion

**Work load:** 250 pages of reading per week, 50-60 pages of writing per semester, 16 papers

**Grade:** 60% written reports/papers, 40% class participation

**Exam format:** papers

## **History of Science and Technology**

**381 Physics: 612/624-7069**

#### **HSci 1715 Technology and Civilization: Waterwheels to the Web**

**(Sec 001); 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** HSCI 1715 is designed for undergraduates interested in technology and history, and enrolls students with wide interests in the liberal arts, science, and engineering. There is no prerequisite. We explore the historical background and development of the most powerful technological system the world has ever known: Western Europe's. We cover relations between technology and culture since the Industrial Revolution, the diffusion of industrial technologies around the world and how various cultures adopted/adapted them, and technology's social impact, especially on Western society. We begin with case studies of industrialization in Britain, Germany, and the United States, and the connection between industrialization and exploration and discovery. We next focus on how different societies created/reacted to technologies such as the steam engine and electricity, and how the small technologies of daily life contributed to the growth of a society increasingly dependent on technology. Finally, we look at the increasingly complex technological system that nations and corporations developed to manage people and machines, and how these technologies related to social, cultural, and scientific attitudes. We end by considering the technologies of violence and hope that have dominated much of the twentieth-century.

**Class time:** 65% lecture, 35% Discussion

**Work load:** 10-50 pages of reading per week, 2 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% class participation

**Exam format:** Short identifications and essay

#### **HSci 1814 Revolutions in Science: The Babylonians to Newton**

**(Sec 001); Credit will not be granted if credit has been received for: HSCI 3814, HSCI 3814; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Allchin, Douglas

**Description:** We use case episodes to understand the origins of science and how it became transformed into "modern" practice: how many cultures came to systematize knowledge of the natural world and how our current system of investigation evolved in the West. We consider ideas, methods, institutions and cultural contexts. We also develop analytical skills of historical interpretation. Student projects include a map interpretation and historical debate simulation. Students read original documents.

**Class time:** 40% Discussion, 60% interactive lecture

**Work load:** 35 pages of reading per week, 12 pages of writing per semester, 1 exams, 3 papers, Students enrolled in HSci 3814 read additional book.

**Grade:** 25% written reports/papers, 20% special projects, 5% in-class presentations, 50% student designated (exam, journal, book, writing)

**Exam format:** Essay

**Course URL:** <http://www.pclink.com/allchin/hsci1814/home.htm>

#### **HSci 1815 Revolutions in Science: Lavoisier, Darwin, and Einstein**

**(Sec 001); Credit will not be granted if credit has been**

**received for: HSCI 3815, HSCI 3815; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Janssen, Michel

**Description:** This class is the second part of a two-semester introductory survey of the history of science. The two parts can be taken independently of one another. This class covers a selection of developments in physics, chemistry, biology, and geology from the 18th-20th C. We examine the reasoning of some of the leading scientists involved, while being sensitive to the broader social and cultural contexts in which they worked. We also pay attention to the ways in which we obtain knowledge in the history of science. To allow for meaningful analysis of the material, the course is clustered around a few pivotal episodes: the chemical revolution of the late-18th C., the Darwinian revolution of the 19th C and the relativity and quantum revolutions of the early-20th C. We also study the impact of these scientific developments on society. In particular, we look at the reaction of various religious groups to Darwins theory and at the development of nuclear weapons made possible by the development of modern physics. We pay special attention to the increasingly international character of science during the period covered in this class, while emphasizing differences between the developments in various countries (notably Britain, Germany, France, and the United States). The objective of the course is to give you a better understanding not just of the historical development of scientific ideas but also of the role science plays in modern societies by tracing how it came to play that role.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 40 pages of reading per week, 5 pages of writing per semester, 2 exams, 3 papers, one short presentation in the discussion section

**Grade:** 15% mid-semester exam(s), 25% final exam, 45% written reports/papers, 5% class participation, 10% attendance

**Exam format:** combination of short essay questions and multiple choice (old exams will be made available)

**Course URL:** <http://webct.umn.edu/>

#### HSCI 3242 The Darwinian Revolution

**(Sec 001); Credit will not be granted if credit has been received for: HSCI 5242; 3 cr; meets DELM req of classroom**

**Instructor:** Borrello, Mark E

**Description:** Charles Darwin's theory of evolution has generated controversy and comment since the publication of *On the Origin of Species* in 1859. It has been berated by clerics, embraced by capitalists and communists simultaneously and consistently debated by scientists themselves for the past century and a half. What is it about this idea that makes it so compelling? Why is it that so many people have so many opinions about the theory of evolution? In this course we will look at the history of the theory of evolution and attempt to make sense of these questions. Through a careful historical and philosophical analysis we will gain a deeper understanding of an idea that has become increasingly common yet remains persistently contentious. Our examination of evolutionary theory will be focused initially on Darwin and his work in the Victorian context. We then will look at the controversies over the teaching of evolution in the United States in the twentieth century, from the Scopes Monkey Trial to the current debates. Finally, we will look at the application of evolutionary theory to human behavior. The effort to understand human behavior in evolutionary terms arguably began with Darwin himself, however, the contemporary debate was initiated in the mid-1970's by Harvard entomologist Edward O. Wilson. In the final section of the course we will look at Wilson's program called sociobiology and continue our analysis into the present and an examination of the field of evolutionary psychology.

#### HSCI 3332 Science and American Culture

**(Sec 001); Credit will not be granted if credit has been received for: HSCI 5332, HSCI 5332, HSCI 5332, HSCI 5332; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Seidel, Bob

**Description:** The origins and development of American science

will be analyzed in terms of the opportunities and challenges provided by exploration, economic development, war and peace. Specifically, we will examine the colonial roots, early national development, the impact upon science of the Civil War, World War I and II, and the rise to pre-eminence of American Science in the 20th Century. The HSCI 3322 web site is at <https://vista.umn.edu/webct/hsci3332>.

**Class time:** 66% lecture, 33% Discussion

**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% class participation

**Exam format:** Essay

#### HSCI 3401 Ethics in Science and Technology

**(Sec 001); Credit will not be granted if credit has been received for: HSCI 5401, HSCI 5401, HSCI 5401; 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Seidel, Bob

**Description:** The history of science and technology offers significant episodes for ethical analysis. This course is devoted to presenting such topics as the historical differentiation of natural and moral philosophy as exemplified in the works of Francis Bacon and 17th-century scientific academies and societies; the ethical aspects of preindustrial technological societies; attempts to formulate ethical systems based on scientific exemplars such as utilitarianism, social Darwinism, and eugenics; the evolution of engineering ethics, problems in the ethics of scientific research such as the Tuskegee and Holmsberg projects; the scientific roots of National Socialism; ethical implications of the development of nuclear weapons; and ethical problems in genetic research and engineering. Students will apply this knowledge to the formulation of an appropriate ethical code appropriate to the highly technological environment of the 21st century. They will also discuss ethical issues in weekly discussion sessions of permanent small groups. In addition to historical readings and studies of ethics in science and technology, students will be presented with analyses of the instructor's research in military R&D and national laboratories. Students of science, engineering, medicine, social scientists and humanists interested in the role of science and technology in society are welcome. The course fulfills CLE historical perspective core curriculum and citizenship and public ethics theme requirements.

**Class time:** 50% lecture, 15% Closed Circuit TV, 35% Discussion

**Work load:** 75 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 5% quizzes, 5% in-class presentations, 5% class participation, 5% problem solving

**Exam format:** Essay

**Course URL:** <http://vista.umn.edu/hsci3401>

#### HSCI 3815 Revolutions in Science: Lavoisier, Darwin, and Einstein

**(Sec 001); Credit will not be granted if credit has been received for: HSCI 1815, HSCI 3815, HSCI 1815, HSCI 3815, HSCI 1815, HSCI 1815; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Janssen, Michel

**Description:** This class is the second part of a two-semester introductory survey of the history of science. The two parts can be taken independently of one another. This class covers a selection of developments in physics, chemistry, biology, and geology from the 18th-20th C. We examine the reasoning of some of the leading scientists involved, while being sensitive to the broader social and cultural contexts in which they worked. We also pay attention to the ways in which we obtain knowledge in the history of science. To allow for meaningful analysis of the material, the course is clustered around a few pivotal episodes: the chemical revolution of the late-18th C., the Darwinian revolution of the 19th C and the relativity and quantum

revolutions of the early-20th C. We also study the impact of these scientific developments on society. In particular, we look at the reaction of various religious groups to Darwin's theory and at the development of nuclear weapons made possible by the development of modern physics. We pay special attention to the increasingly international character of science during the period covered in this class, while emphasizing differences between the developments in various countries (notably Britain, Germany, France, and the United States). The objective of the course is to give you a better understanding not just of the historical development of scientific ideas but also of the role science plays in modern societies by tracing how it came to play that role.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 40 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers, one short presentation in the discussion section

**Grade:** 10% mid-semester exam(s), 10% final exam, 65% written reports/papers, 5% class participation, 10% attendance

**Exam format:** a combination of short essay questions and multiple choice (old exams will be made available)

**Course URL:** <http://webct.umn.edu>

### HSci 4121 History of 20th-Century Physics

**(Sec 001); Credit will not be granted if credit has been received for: PHYS 4121; 3 cr; prereq general physics or instr consent ; meets DELM req of classroom**

**Instructor:** Janssen, Michel

**Description:** This course is an introduction to the work of historians and philosophers of science trying to trace the conceptual development of 20th-century physics. Our main focus will be on the development of relativity theory (both special and general) and quantum theory in the first quarter of the century. Special attention will be paid to the contributions of Albert Einstein. We will also study some episodes in the further developments of these fields: in nuclear physics in the 1930s, in particle physics in the 1970s, in both cases with special attention to the interplay between theory and experiment. Finally, we will look at the development of big bang cosmology and its marriage with particle physics in inflationary cosmology. Readings are taken from a variety of sources. General surveys are used to get us started on a particular topic. That will prepare us for more specialized literature in history and philosophy of science. We will also read (passages from) some of the seminal texts written by the physicists we will study, both to get some of the flavor of their work and to evaluate interpretations and reconstructions of these texts offered in the historical and philosophical literature. The course is aimed at upper-level undergraduate and graduate students in physics, history of science, and philosophy of science, but should be of interest to other students with a strong interest in 20th-century physics as well.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 100 pages of reading per week, 30 pages of writing per semester, 3 exams, 1 papers, paper for graduate students only

**Grade:** 10% class participation, 90% take-home essays/paper (grad students)

**Exam format:** Take-home essay

### HSci 5332 Science and American Culture

**(Sec 001); Credit will not be granted if credit has been received for: HSCI 3332, HSCI 3332, HSCI 3332; 3 cr; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** Seidel, Bob

**Description:** The origins and development of American science will be analyzed in terms of the opportunities and challenges provided by exploration, economic development, war and peace. Specifically, we will examine the colonial roots, early national development, the impact upon science of the Civil War, World War I and II, and the rise to pre-eminence of American Science in the 20th Century.

**Class time:** 66% lecture, 33% Discussion

**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 25%

written reports/papers, 25% class participation

**Exam format:** Essay

### HSci 5401 Ethics in Science and Technology

**(Sec 001); Credit will not be granted if credit has been received for: HSCI 3401, HSCI 3401; 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** Seidel, Bob

**Description:** The history of science and technology offers significant episodes for ethical analysis. This course is devoted to presenting such topics as the historical differentiation of natural and moral philosophy as exemplified in the works of Francis Bacon and 17th-century scientific academies and societies; the ethical aspects of preindustrial technological societies; attempts to formulate ethical systems based on scientific exemplars such as utilitarianism, social Darwinism, and eugenics; the evolution of engineering ethics, problems in the ethics of scientific research such as the Tuskegee and Holmsberg projects; the scientific roots of National Socialism; ethical implications of the development of nuclear weapons; and ethical problems in genetic research and engineering. Students will apply this knowledge to the formulation of an appropriate ethical code appropriate to the highly technological environment of the 21st century. They will also discuss ethical issues in weekly discussion sessions of permanent small groups. In addition to historical readings and studies of ethics in science and technology, students will be presented with analyses of the instructor's research in military R&D and national laboratories. Students of science, engineering, medicine, social scientists and humanists interested in the role of science and technology in society are welcome.

**Class time:** 50% lecture, 15% Closed Circuit TV, 35% Discussion

**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 5% quizzes, 5% in-class presentations, 5% class participation, 5% problem solving

**Exam format:** Essay

**Course URL:** <http://vista.umn.edu/hsci3401>

### HSci 5411 Art and Science in Early Modern Europe

**(Sec 001); 3 cr; credit will not be granted if credit received for: 4411; meets DELM req of classroom**

**Instructor:** Shapiro, Alan E

**Description:** This course considers the interaction of the visual arts and science from the Renaissance through the early 19th century, though it focuses the period from the 15th through the 17th centuries. Both the influence of science on art and that of art on science will be included. Some of the main topics covered are the Renaissance artist-engineer; the development of linear perspective and the relations of the arts and mathematics; color theory in art and science; and scientific illustration and representation, i.e., the visual language developed by scientists -- in anatomy, microscopy, botany, and physics -- and engineers. The course is designed for upper-division undergraduates and graduate students from the arts and sciences who are interested in the relation of these two major areas of human creativity. It is especially valuable for historians, historians of science, and historians of art. It is not assumed that you have already had a course in either art history or history of science. The principle text will be Martin Kemp, *The Science of Art: Optical Themes in Western Art from Brunelleschi to Seurat*. Other readings will include selected writings by scientists and artists, scholarly articles, and selections from a variety of books.

**Class time:** 65% lecture, 25% Discussion, 10% Show videos; two visits to the Wangenstein Historical Library of Biology & Medicine

**Work load:** 55 pages of reading per week, 30 pages of writing per semester, 4 papers

**Grade:** 70% written reports/papers, 10% special projects, 20% class participation

**Exam format:** No in class exams. 3 take-home essays (5pp. each), and a term paper in place of a final exam

**HSci 5993 Directed Studies**

(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study.

**HSci 5994 Directed Research**

(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent; meets DELM req of classroom

Instructor: STAFF

Description: Student may contact instructor or department for information.

**Hmong**

453 Folwell Hall: 612/625-6534

**Hmng 1012 Beginning Hmong**

(Sec 001, 050); Credit will not be granted if credit has been received for: HMNG 4002, HMNG 4002; 5 cr; prereq 1011; meets DELM req of classroom

Instructor: LeYang, Maxwell

Description: This course is the last of the two-semester sequence of beginning Hmong that teaches Hmong to students with little or no exposure to the Hmong language. Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course offered this semester. The contents of the course continue to include the exposure of the primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will re-enforce students on Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding family, social events, health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to have acquired a vast amount of Hmong vocabularies. Students must be able to converse in moderate Hmong dialogues and compose simple paragraphs. Topics covered in this semester include: 1. Different forms of verbs 2. Gender indications 3. At school, at work, at the store 4. Hmong families and clan names 5. Conversational practices and discussions Required Texts: The texts for the course are Basic Hmong Book One and Phau Xyaum Nyeem Ntawv Hmong Dawb. You can find Basic Hmong Book One at the Bookstores on Campus and Phau Xyaum Nyeem Ntawv Hmong Dawb at Paradigm in Dinky Dome. Legend: \* = Required

Class time: 60% lecture, 40% Work group, class activities, presentation, audio/video, etc.

Work load: 5 pages of reading per week, 5 pages of writing per semester, 5 exams

Grade: 30% final exam, 40% quizzes, 10% class participation, 20% Homework and project

Exam format: Multiple choices, fill in the blanks, short answers, and oral.

**Hmng 4002 Beginning Hmong**

(Sec 001, 050); Credit will not be granted if credit has been received for: HMNG 1012, HMNG 1012; 3 cr; prereq 4001, grad student; meets DELM req of classroom

Instructor: LeYang, Maxwell

Description: This course is the last of the two-semester sequence of beginning Hmong that teaches Hmong to students with little or no exposure to the Hmong language. Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course offered this semester. The contents of the course continue to include the exposure of the primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will re-enforce students on Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be

designed surrounding family, social events, health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to have acquired a vast amount of Hmong vocabularies. Students must be able to converse in moderate Hmong dialogues and compose simple paragraphs. Topics covered in this semester include: 1. Different forms of verbs 2. Gender indications 3. At school, at work, at the store 4. Hmong families and clan names 5. Conversational practices and discussions Required Texts: The texts for the course are Basic Hmong Book One and Phau Xyaum Nyeem Ntawv Hmong Dawb. You can find Basic Hmong Book One at the Bookstores on Campus and Phau Xyaum Nyeem Ntawv Hmong Dawb at Paradigm in Dinky Dome. Legend: \* = Required

Class time: 60% lecture, 40%

Work load: 5 pages of reading per week, 5 pages of writing per semester, 5 exams, Work group, class activities, presentation, audio/video, Etc.

Grade: 30% final exam, 40% quizzes, 10% class participation, 20% Homework and project

Exam format: Multiple choices, fill in the blanks, short answers, and oral.

**Honors Seminar**

20 Nicholson Hall: 612/624-5522

**HSem 2010H Honors Seminar: Comparative Cinemas**

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: Chen, Leo Chanjen

Description: This class explores the ways cinema engages, incorporates and interacts with the other forms of art such as novel, painting, architecture, music and theater. By way of an introduction to the critical study of cinema, we will examine the historical, theoretical, and aesthetic aspects of cinema within their broader cultural milieu and explore the foundation and nature of comparison. This course also invites students to reflect critically upon cinematic representations within the framework of comparison by placing them in the context of other historical and cinematic narratives. We will examine topics such as the comparison of film movements between French New Wave, German New Cinema and Chinese Fifth Generation; the comparison of remakes, sequels and adaptations; the comparison of genres between American western and Chinese martial arts, American film noir and Japanese detective films; as well as the comparison of the art of stylization between avant-garde, MTV and animation from both west and east. We will pay particular attention to formal properties such as mise-en-scene, montage, cinematography, editing, and acting within current topics of film studies, such as narratology, genre studies, politics of representation in gender, race, and class as well as the debate of digital cinema.

**HSem 2020H Honors Seminar: Visual Perceptual Illusions:****Intro Neuroscience**

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Fr or soph with less than 60 cr], honors; meets DELM req of classroom; meets HON req of Honors

Instructor: He, Sheng

Description: Humans constantly receive and process a vast amount of sensory input. Among the sensory abilities, vision provides arguably the richest information about our intermediate and distal environment. While visual processing is amazingly efficient and accurate, sometimes what we perceive is different from the physical reality. When this happens, we perceive visual illusions. The study of the conditions under which visual illusions arise and their mechanisms will help us understand how vision normally works. In this course, we will discuss many types of visual illusion and their implications. Students are encouraged to report their own observations and propose possible explanations with the goal of cultivating the habit of careful observations and

critical thinking. We will also discuss potential individual and group (including cultural) differences in perceiving visual illusions. Students will be required to write a paper describing one of their own "illusory" observations, and to propose a plausible explanation for the illusion based on principles of visual processing and perception.

**HSem 3010H Honors Seminar: Dwelling and Society**  
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only;  
prereq [Jr or sr], honors; meets DELM req of classroom;  
meets HON req of Honors

**Instructor:** Archer, John

**Description:** From the mud dwellings of the Dogon people in Mali to suburban tract houses in the United States, from the archetypal "primitive hut" of European architectural thought to the American "dream house" ideal, the structures that people live in facilitate and perpetuate specific modes of living, belief systems, and patterns by which individuals, family, neighbors, and society at large are tied to each other. Topics addressed in this class include the notion of dwelling itself, and its many dimensions (e.g., psychological, architectural); the history and theory of dwelling design; the wide range of historical, vernacular, and mass-produced types of dwelling around the world and in America; and comparatively recent transformations in dwelling through mass media, mass production, and the global spread of American-style suburbia. Students of all interests are welcome. Individual student projects are required, presumably in the form of a research paper, but proposals for other formats suitable to the exploratory nature of this class are welcome.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 1 papers

**HSem 3010H Honors Seminar: Introduction to randomized clinical trials**

(Sec 002); 2 cr; max crs 12, 4 repeats allowed; A-F only;  
prereq [Jr or sr], honors; meets DELM req of classroom;  
meets HON req of Honors

**Instructor:** Connett, John E

**Description:** A clinical trial is an experiment carried out on human beings. Randomized clinical trials are the principal method used to test whether new drugs, surgical methods, or other treatments are effective in curing or preventing disease. Clinical trials require the cooperative efforts of researchers in medicine, epidemiology, pharmacology, biostatistics, data management, ethics, and behavioral sciences - plus, typically, lots of money and sometimes politics. They have enormous influence on the modern practice of medicine. This course will provide an introduction through a series of historical examples of clinical trials in polio prevention, breast cancer, and eye disease, among others. The emphasis will be on statistical issues, ethical issues, medical issues, and regulatory issues.

**HSem 3020H Honors Seminar: 3 Segreg Academic worlds: Econ, Humanities, Ecol.**

(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only;  
prereq [Jr or sr], honors; meets DELM req of classroom;  
meets HON req of Honors

**Instructor:** Noble, David W !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

**Description:** In this course we will analyze the concepts of space and time used by current academic economists, humanists, and ecologists. Economists see a global marketplace characterized by a pattern of timeless natural laws. Within the perpetual equilibrium of this space, constant progress or linear time can take place. In contrast, many humanists who identify with post modernism see shifting patterns of timeful cultures as the only environment. In these timeful spaces the experience of linear time is impossible. For economists and humanists the theoretical choice seems to be either that of timeless nature or timeless culture. In contrast, ecologists see human culture as always participating within a nature that is timeful. This also is a space in which linear time and progress are impossible.

**HSem 3030H Honors Seminar: You are You: Phil. of Diversity &**

**Difference**

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only;  
prereq [Jr or sr], honors; meets DELM req of classroom;  
meets HON req of Honors

**Instructor:** Jungzare, Indira Y !!CLA Distinguished Tchg Awd!!

**Description:** The teaching of the Buddha focuses on the equality of human beings, especially on the metaphysical/absolute level, which is pronounced: You are Buddha, he is Buddha, She is Buddha; everybody is Buddha. The purpose behind this teaching is to create awareness and understanding of the plight for existence and the nature of suffering and promote the concept of compassion among people. However, this philosophical reasoning partially fails to carry out its objective in this material world of diversity. In this world of multiplicity of forms: humans, plants, nature-equality is non-attainable in pragmatic terms. Hence this course will examine the diversity of forms, and respect and admiration for them.

**HSem 3050H Honors Seminar: Masses, Elites: Leaders, Followers**

(Sec 002); 3 cr; max crs 9, 3 repeats allowed; A-F only;  
prereq [Jr or sr], honors; meets DELM req of classroom;  
meets HON req of Honors

**Instructor:** Kliger, George

**Description:** Mass movements and cults fired by ideological fanaticism were frequent in the twentieth century. Led by so-called "charismatic personalities" such as Adolf Hitler, Joseph Stalin, Jim Jones, and David Koresh, these cults and movements often resulted in catastrophic events such as reigns of terror, genocide, mass suicide, war, and the Holocaust. The century has also been characterized by the prevalence of what can best be called mass societies, particularly in the industrially and technologically advanced regions of the globe. Drawing on interdisciplinary sources, we will explore the following issues: the nature of mass society; the tendency of people to conform and the resulting unquestioned obedience to authority, their susceptibility to be influenced and manipulated by advertisements, propaganda, and demagoguery. We will also study the special circumstances which make masses of people more susceptible to falling under the spell of "charismatic" figures and the ideologies they advocate than in normal times, The Allure of Toxic Leaders (the title of a recent book on the subject); antidotes to such vulnerability; the relationship of elites to masses, leaders to followers. Each student will be assigned a topic to present to class, and will write a term paper.

**HSem 3060H Honors Seminar: Flexible Thinking: Cognitive Neurosci Perspectives**

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only;  
prereq [Jr or sr], honors; meets DELM req of classroom;  
meets HON req of Honors

**Instructor:** Koutstaal, Wilma

**Description:** This seminar course will examine recent research findings from the cognitive, brain, and social sciences to arrive at a better understanding of the conditions that foster, or impede, flexible thinking. A recurrent theme will be that creatively adaptive thinking depends both on automatic (intuitive/perceptual) mental processes and more controlled or deliberate processes and most often emerges from a combination of these two modes of processing. Representative topics will include: the search for evidence and jumping to conclusions, including research on delusional thinking, and automatic thinking; the effects of reinforcing variable rather than habitual behavior; the role of goals, and adaptive changes in goals, in the creative development of ideas; the need for both highly specific and more abstract ways of accessing our knowledge and memory for experiences; the ways in which emotions may enhance or impair flexibility in thought; and the importance of mentally stimulating environments in adaptive cognition and behavior, and the brain changes that both accompany, and support, flexible thinking. We will read original research papers from several disciplines and multiple methodologies so as to arrive at a broad, integrated, and empirically informed view of flexible thinking.

**HSem 3070H Honors Seminar: American Indians and Christianity**  
**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors**  
**Instructor:** Martinez, David

**Description:** Was it destiny or deceit that led to the Christianization of Indian Country? What choices did Indians have about the white man's religion? What choices did they make? The answers are as complex and varied as the tribes and individuals who made them. In light of this, we will first look at the introduction of Christianity across different tribal regions and historical epochs. Second, we will look at the various adaptations that Indians made to the new religion, be it through personal conversion experiences or the indigenizing of Christianity itself. Third, we will examine the critical works on Christianity written by Indian intellectuals, such as Samson Occom, William Apess, Charles Eastman, Vine Deloria, Jr., and George Tinker.

**HSem 3080H Honors Seminar: South African Culture Since the End of Apartheid**

**(Sec 001); 3 cr; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Sugnet, Charles J !!Morse Alumni Award; Arthur Motley Exemplary Tch Aw!!

**Description:** After spending the first two weeks learning about the nature of the apartheid system, this seminar will attempt to understand developments in South Africa since the "end of apartheid" by surveying cultural production there since 1990, including the fiction and the critical writing of Zoe Wicomb, J.M. Coetzee's prizewinning *Disgrace*, the writings and the amazing animated films of William Kentridge, and the various efforts to interpret the Truth and Reconciliation Commission (including Antje Krog's *The Country of My Skull*, Jane Taylor's *Ubu* and the Truth Commission, and the U.S.-made documentary *Long Night's Journey into Day*). The course will also examine the efforts that have been made to transform the meaning of public monuments and spaces of memory like Robben Island since 1990. This is by no means a strictly literary course: theater, film, video, television, music, and other cultural forms will be considered in their historical, economic, and political context. Students from all disciplines welcome (and needed!) Understanding of South African developments will proceed partly by comparison with civil rights and race relations in the U.S., through writings by Rob Nixon and others who have traced the longstanding cultural relations between the U.S. and South Africa.

**Class time:** 20% lecture, 60% Discussion, 20% Film viewing

**Work load:** Course notebook and 2-3 short papers

**Exam format:** Take-home essay/paper

**HSem 3090H Honors Seminar: The Politics of World Trade and Money**

**(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Freeman, John Roy !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

**Description:** This seminar studies the compatibility of world markets and various forms of governance, including national and international democracy. After examining some current issues about the impact of world markets on society and government, and then some competing theoretical perspectives on this subject, we will study the politics of trade. Among the topics singled out for close examination are tariff politics and the emerging skill cleavage within and between countries. Institutions for governing trade, particularly the World Trade Organization, also are examined. Money flows-both of currency and of capital-and their consequences are studied next. Topics in this part of the class include the distributional consequences of exchange rate fluctuations and crises, the causes and consequences of countries' adopting the U.S. dollar as its currency, and the politics of international banking. In the concluding weeks of the seminar the analyses of trade and money are joined in three regional cases studies, more

specifically, investigations of the international political economic experiences of Latin America, Southeast Asia, and Europe.

## Horticultural Science

305 Alderman Hall: 612/624-5300

**Hort 1001 Plant Propagation**

**(Sec 001); 4 cr; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom**

**Instructor:** Markhart III, Albert Henry !!COAFES Distinguished Tchg Awd!!

**Description:** The overall objective of Plant Propagation is to teach the principles and practice of asexual and sexual propagation of plants. In the process of learning about how plants are propagated, students will learn the basic biological systems as they relate to plant propagation. A second objective is to teach the scientific method beginning with the hypothesis, conducting experiments, taking and interpreting data, and sharing the results in report form. During the course students get to propagate hundreds of plants, using techniques ranging from planting seeds through taking cuttings, grafting, and layering. Most of the plants students propagate they get to take home to wow their friends and relatives.

**Class time:** 40% lecture, 10% Discussion, 50% Laboratory

**Work load:** 20 pages of reading per week, 30 pages of writing per semester, 4 exams, 12 lab reports

**Grade:** 30% mid-semester exam(s), 15% final exam, 55% lab work

**Exam format:** short answer

**Hort 1003 Master Gardener Core Course: Horticulture for Home & Garden**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Meyer PhD, Mary Hockenberry

**Description:** This class provides a basic foundation in soils, botany, entomology, plant pathology, indoor, herbaceous and woody plants, lawns, fruits, vegetables, pesticides, and wildlife. Geared at an introductory level, with an emphasis on Extension publications and resources useful in answering consumer horticulture questions. NOTE special term: January 13, 2004 - February 7, 2004, T, TH 6-9 PM; Sat 9-4. No prereq. Participants who wish to volunteer as Master Gardeners must apply and be accepted into their local county Extension Master Gardener programs. Non-volunteers can take the class for personal or professional development and register for non-credit, ProHort, by calling the State Master Gardener Office, 952-443-1442 or register for university credit directly with University College, cce.umn.edu Additional sections will be offered in online, and in Grand Rapids and Cloque, MN in 2004. Call 952-443-1442 or see www.mg.umn.edu for more information.

**Class time:** 95% lecture, 5% Discussion

**Work load:** 50 pages of reading per week, 6 pages of writing per semester, 2 exams, 1 papers, Class attendance is part of grade

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% attendance

**Exam format:** multiple choice, short answer

**Hort 1003 Master Gardener Core Course: Horticulture for Home & Garden**

**(Sec 002-004); 3 cr; meets DELM req of classroom**

**Instructor:** Meyer PhD, Mary Hockenberry

**Description:** This class provides a basic foundation in soils, botany, entomology, plant pathology, indoor, herbaceous and woody plants, lawns, fruits, vegetables, pesticides, and wildlife. Geared at an introductory level, with an emphasis on Extension publications and resources useful in answering consumer horticulture questions. NOTE special term: January 13, 2004 - February 7, 2004, T, TH 6-9 PM; Sat 9-4. No prereq. Participants who wish to volunteer as Master Gardeners must apply and be accepted into their local county Extension Master Gardener programs. Non-volunteers can take the class for personal or

professional development and register for non-credit, ProHort, by calling the State Master Gardener Office, 952-443-1442 or register for university credit directly with University College, cce.umn.edu Additional sections will be offered in online, and in Grand Rapids and Cloque, MN in 2004. Call 952-443-1442 or see www.mg.umn.edu for more information.

**Class time:** 95% lecture, 5% Discussion

**Work load:** 50 pages of reading per week, 6 pages of writing per semester, 2 exams, 1 papers, Class attendance is part of grade

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% attendance

**Exam format:** multiple choice, short answer

lettering, graphics, and plan layout will also be covered. Students will apply these concepts through the development of design solutions for a variety of residential and commercial sites.

**Class time:** 40% lecture, 20% Discussion, 40% Laboratory

**Work load:** 20 pages of reading per week, 6 pages of writing per semester, 6-7 design problems, quizzes and postings

**Grade:** 15% written reports/papers, 5% class participation, 80% design projects

**Course URL:** <http://www.sustland.umn.edu>

#### Hort 3002W Greenhouse Management

**(Sec 001); 3 cr; A-F only; prereq 1001 or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Anderson, Neil O.

**Description:** The purpose of this course is to familiarize students with the floriculture industry standards and practices of greenhouse management. In this class, students will be trained in the following subject areas; greenhouse construction and design, heating and cooling, greenhouse cost analysis and accounting, soil media components, sanitation, water, nutrition, chemical growth regulator applications, light, temperature, gas exchange, soil pasteurization, and post-harvest handling. Students will grow crops in laboratory experiments to study various greenhouse management practices. The results from these experiments will be shared in laboratory presentations (oral and written). Field trips to observe greenhouse structures, glazing types, and greenhouse management techniques will be held periodically throughout the semester. Teaching methods used will include interactive student learning exercises.

**Class time:** 30% Discussion

**Work load:** 20 pages of reading per week, 15 pages of writing per semester, 4 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 5% final exam, 10% written reports/papers, 10% in-class presentations, 5% class participation, 45% lab work

**Exam format:** Essay

#### Hort 3090 Horticultural Practicum

**(Sec 001); 2-12 cr; max crs 72, 6 repeats allowed; prereq Nonfresh, instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Approved field, lab or greenhouse experiences in application of horticultural information and practices.

#### Hort 4021 Landscape Design and Implementation I

**(Sec 001); 4 cr; prereq 1001, 1015; meets DELM req of classroom**

**Instructor:** Calkins, James Bruce

**Description:** This course is designed for environmental horticulture majors with specializations in landscape design, landscape maintenance, turf, and nursery production as well as students enrolled in individualized programs, Master of Ag in Horticulture students, and CCE students. Students enrolled in landscape architecture, urban and community forestry, and environmental studies should also find it an excellent elective. Course content is based on a philosophy of sustainable landscape theory and practice and the design of landscapes that are functional, maintainable, environmentally sound, cost effective, and aesthetically pleasing. This approach stresses sustainability as it relates to all phases of landscape development which includes design, implementation, and management. Students will participate in a lecture format that also includes discussion, presentation, and case study. Laboratories will utilize the Department of Horticultural Science Display and Trail Garden and Landscape Design Studio, the St. Paul and Minneapolis campus grounds, and commercial and residential sites. Students will learn about the design process including needs assessment, site survey and analysis, concept plan development, plant selection, and the development of draft and completed designs. Presentation techniques including

**Hort 4096 Professional Experience Program: Internship (Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; S-N only; prereq COAFES undergrad, instr consent , completed internship contract; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Professional experience in horticulture firms or government agencies through supervised practical work. Students required to produce a paper/project worked out between you, advisor, employer. Must work a minimum of 400 hours.

**Hort 5009 Pesticides in Horticulture: Their Use and Abuse (Sec 001, 002); 3 cr; A-F only; prereq [ENT 4015 or ENT 4251], PIPA 2001; meets DELM req of classroom**

**Instructor:** Gillman, Jeffrey Hays

**Description:** This course covers the basics of pesticide use in horticulture. Major pesticide groups will be covered including herbicides, insecticides, fungicides and others. Mode of action, environmental fate, toxicity, and other pertinent information will be covered for various compounds. Pesticide application and safety will also be covered. Ethical use of pesticides will be investigated and discussed in depth.

**Hort 5009 Pesticides in Horticulture: Their Use and Abuse (Sec 001, 002); 3 cr; A-F only; prereq [ENT 4015 or ENT 4251], PIPA 2001; meets DELM req of classroom**

**Instructor:** Gillman, Jeffrey Hays

**Description:** This course covers the basics of pesticide use in horticulture. Major pesticide groups will be covered including herbicides, insecticides, fungicides and others. Mode of action, environmental fate, toxicity, and other pertinent information will be covered for various compounds. Pesticide application and safety will also be covered. Ethical use of pesticides will be investigated and discussed in depth.

**Hort 5032 Sustainable Commercial Vegetable Production Systems**

**(Sec 001); 3 cr; A-F only; prereq [3005, Ent 3005, PIPa 2001, Soil 2125] or instr consent ; meets DELM req of classroom**

**Instructor:** Thill, Christian A

**Description:** Sustainable commercial vegetable production systems meets one evening weekday, and two Saturdays 8:00am to 5:00pm for arranged field trips. Additionally, a 2-day professional conference on fruit and vegetables is part of the curriculum. This course is designed to familiarize you with the systems of commercial vegetable production, and improvements upon these components through research. Instruction will be concentrated on systems that represent pillars of commercial vegetable production, whereby principles of their use cross the boundaries of individual cropping systems. The systems involved are neither static nor independent, rather, quite dynamic in their relationships. Thus, students should consider this as they progress through the various areas of study. Systems include: site selection, land preparation and environmental interaction, specialized equipment, seed selection to preparation and stand establishment, cultural management practices during crop growth and development, water management, control of insects, diseases, and weeds, post harvest handling, and marketing and commodity use. The instructor will incorporate case study examples to almost every topical area covered and have guest lecturers. These activities should better prepare students for out-of-class work situations and add diversity to the learning experience.

**Class time:** 60% lecture, 30% Discussion, 10% field trips, hands

on

**Work load:** 50 pages of reading per week, TBD pages of writing per semester, 2 exams, 1 papers, Project

**Grade:** 20% mid-semester exam(s), 20% final exam, 20% special projects, 10% in-class presentations, 30% problem solving

**Exam format:** Essay

#### Hort 5061 Turfgrass Science

**(Sec 001); 3 cr; prereq 4061; meets DELM req of classroom**

**Instructor:** Watkins, Eric

**Description:** This course will focus on turfgrass physiology and how it relates to management practices. Students will learn how to apply turfgrass science principles and techniques to real-world situations. The course is designed for students who are preparing for careers in turfgrass science or related fields. The course will consist of lecture, discussion, and lab. Topics covered include, but are not limited to: heat/cold tolerance, drought tolerance, shade adaptation, plant growth regulation, wear tolerance, and fertility.

**Class time:** 50% lecture, 25% Discussion, 25% Laboratory

**Work load:** 30 pages of reading per week, 25 pages of writing per semester, 3 exams, 1 papers, 5 written lab reports

**Grade:** 30% mid-semester exam(s), 15% final exam, 25% written reports/papers, 10% special projects, 5% quizzes, 5% in-class presentations, 5% class participation, 5% problem solving

**Exam format:** multiple choice, short answer, essay

#### Hort 5090 Directed Studies

**(Sec 001, 002); 1-6 cr; max crs 18, 18 repeats allowed; prereq 8 cr upper div Hort courses, instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Opportunities for in-depth exploration of concepts, technology, materials, or programs in specific areas to expand professional competency and self-confidence. Planning, organizing, implementing, and evaluating knowledge obtained from formal education and experience.

## Human Factors

220 Cooke Hall: 612/625-5300

#### HumF 5722 Human Factors Psychology

**(Sec 001); 3 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom**

**Instructor:** Stoffregen, Thomas

**Description:** We will cover some current topics in human factors as they are addressed from the point of view of the Ecological Approach to Human-Machine Systems. We will concentrate on in-class discussion of selected articles. We will begin with a brief consideration of general principles of the Ecological Approach to Perception and Action, and will proceed with "case studies," instances in which these principles are being applied to particular problems in human factors. Examples include flight simulation, the design of medical devices, Human-computer interface design (multiple application domains), virtual environments (and their side effects). Guest speakers include practicing experts in various domains.

**Class time:** 60% lecture, 20% Discussion, 20% Student PPT presentations of research articles from the literature

**Work load:** 60 pages of reading per week, 25 pages of writing per semester, 2 papers, Each student must give a 20-minute Powerpoint presentation of a relevant research article from the literature

**Grade:** 40% written reports/papers, 20% in-class presentations, 40% class participation

**Exam format:** N/A

## Human Resource Development

425 VoTech: 612/624-7481

#### HRD 3301 Introduction to Organization Development

**(Sec 001); 3 cr; prereq Undergrad; meets DELM req of internet delivered; meets DELM req of classroom**

**Instructor:** Bartlett, Kenneth Russell

**Description:** This course provides students with a basic grounding in the foundational theories, principles, concepts, and practices of organization development (OD) and change. An overview of key concepts related to the process of planned change in organizations including: the history, growth, and current relevance of OD; the basic OD process; ethics and values driving OD; competencies for OD; and issues facing the future of OD. This course is designed to provide students planning to work in human resource development or those with an interest in understanding change in organizations with an overview of the OD field.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 40 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers, Team Case Study

**Grade:** 20% mid-semester exam(s), 25% final exam, 30% written reports/papers, 20% special projects, 5% class participation

**Exam format:** Mix of multiple choice, short answer, and short essay.

## Human Resources and Industrial Relations

3-300 Carlson School of Management:  
624-2500

#### HRIR 3021 Human Resource Management and Industrial Relations

**(Sec 001-003); Credit will not be granted if credit has been received for: HRIR 8021; 3 cr; prereq 1102, Econ 1101, Psy 1001, 60 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is intended to provide an overview of selected critical topics in human resources management and to deal with their relationships to other aspects of business management. The course emphasizes external and internal environments, acquiring and developing human resources, work and job design, performance management, global implications for HR leaders, evaluating, and compensating human resources, including union environments. Students will leave this course with a broad understanding of how and why various HR practices are used and their impact on the business, from the attraction and development of talent through labor relations and global implications. Course reading requirements and activities are approximate and are subject to change.

**Class time:** 44% lecture, 20% Discussion, 36% Laboratory  
**Work load:** 30 pages of reading per week, 12 pages of writing per semester, 3 exams, 1 papers

**Grade:** 30% final exam, 20% written reports/papers, 20% special projects, 30% quizzes

**Exam format:** multiple choice, short answer

#### HRIR 3041 The Individual in the Organization

**(Sec 001); 2 cr; prereq CSOM upper div undergrad major grad; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Focus on factors influencing individual work performance. Includes motivation, perceptual differences, career choice, psychological contracts, assumptions about workers/work, leadership/management, learning/skill development, openness to change. Examines evidence on current trends.

**HRIR 3042 The Individual and Organizational Performance (Sec 001); 2 cr; meets DELM req of classroom****Instructor:** STAFF**Description:** Factors influencing group, team, and organizational performance. Examines systems that drive organizational success. Topics include job design and organization structure, organization effectiveness measures, culture, group dynamics, teamwork; power and influence.**HRIR 5023 Employment and Labor Law for the HRIR Professional****(Sec 001); 2 cr; A-F only; prereq [[At least 60 sem cr or 75 qtr cr], 2.00 GPA] or grad student or instr consent ; meets DELM req of classroom****Instructor:** O'Toole, Carol Ann Berg**Description:** This course covers the growing body of laws and their application to the workplace; human rights, equal employment opportunity, compensation and benefits, employee protection, and labor relations. Special issues (e.g., wrongful discharge, sexual harassment, defamation) are also discussed in the context of statute, case law, and their application to work settings.**Work load:** 100 pages of reading per week, 50 pages of writing per semester, 2 exams**Exam format:** True False, Multiple Choice, Short Answer**HRIR 5025 Comparative and International Human Resources and Industrial Relations****(Sec 001); 2 cr; prereq Grad majors must register A-F; meets CLE req of International Perspect Theme; meets DELM req of classroom****Instructor:** STAFF**Description:** Emergence, evolution, structures, functions, current challenges of labor movements in industrialized societies. Critical differences in key human resource management practices. Industrial relations systems, collective bargaining in comparative perspective. International Labor Organization.**meets DELM req of classroom****Instructor:** Norwood, James**Description:** HERITAGE OF THE BAROQUE & ENLIGHTENMENT. This course focuses on the dazzling cultural achievements of the 17th and 18th centuries in the Western tradition of art, literature, history, and ideas. Readings will include selected works of Descartes, Moliere, Calderon, Voltaire, Rousseau, Diderot, Beaumarchais, Sheridan, Wollstonecraft, Schiller, Goethe, and others. We will also be studying Dan Brown's popular novel ANGELS AND DEMONS along with the artistic contributions of Bernini, the history of the papacy, and the artistic developments occurring in the eternal city of Rome in the Baroque age. Throughout the course we will study how the tradition of Western humanities has shaped institutions, social roles, and personal values we still possess today. Slide and video presentations will accompany many of the classes. **IMPORTANT:** Class attendance is required and will be a component of grading. This is intended as a lively learning experience with the class composed of a wide range of student disciplines and majors.**Class time:** 80% lecture, 10% Discussion, 10% video and slide presentations**Work load:** 80-150 pages of reading per week, 2 exams, attendance (required)**Grade:** 45% mid-semester exam(s), 45% final exam, 10% or more for attendance (with strict penalty structure for missing classes)**Exam format:** objective and/or essay**Hum 3004 Humanities in the West IV****(Sec 001); Credit will not be granted if credit has been received for: HUM 1004, HUM 3004, HUM 1004, HUM 3004, HUM 1004; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom****Instructor:** Norwood, James**Description:** HERITAGE OF THE BAROQUE & ENLIGHTENMENT. This course requires a substantial independent research project for 3000-level credit. If you do not yet have junior/senior standing and have not had extensive experience in research and expository writing in the humanities, you should register for Hum 1004. The course focuses on the dazzling cultural achievements of the 17th and 18th centuries in the Western tradition of art, literature, history, and ideas. Readings will include selected works of Descartes, Moliere, Calderon, Voltaire, Rousseau, Diderot, Beaumarchais, Sheridan, Wollstonecraft, Schiller, Goethe, and others. We will also be studying Dan Brown's popular novel ANGELS AND DEMONS along with the artistic contributions of Bernini, the history of the papacy, and the artistic developments occurring in the eternal city of Rome in the Baroque age. Throughout the course we will study how the tradition of Western humanities has shaped institutions, social roles, and personal values we still possess today. Slide and video presentations will accompany many of the classes. **IMPORTANT:** Class attendance is required and will be a component of grading. This is intended as a lively learning experience with the class composed of a wide range of student disciplines and majors.**Class time:** 80% lecture, 10% Discussion, 10% attendance (required)**Work load:** 150-275 pages of reading per week, 5-10 pages of writing per semester, 2 exams, 1 papers, attendance (required)**Grade:** 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% or more for attendance (with strict penalty structure for missing classes)**Exam format:** objective and/or essay**Hum 3282 European Intellectual History: The Late 19th and 20th Centuries****(Sec 001); Credit will not be granted if credit has been received for: HIST 3282, HUM 3282, HIST 3282, HIST 3282; 3 cr; meets DELM req of classroom****Instructor:** Shank, JB**Description:** Second of a two-semester survey of European thought in its historical/cultural context. Emphasizes the

## Humanities

831 Heller Hall: 612/625-6563

**Hum 1003 Humanities in the West III****(Sec 001); Credit will not be granted if credit has been received for: HUM 3003; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom****Instructor:** Shank, JB**Description:** This course is focused on the philosophy, theology, literature, science, and visual culture of Europe between 1450 and 1650. Topics will include the Renaissance, the Colombian Encounter, the Reformation, European expansion and the early developments associated with the Scientific Revolution. Throughout our focus will be on how Europeans interacted with the wider world in the formation of so-called "Western culture." Readings, which will be drawn entirely from texts of the period, will be contextualized through historical lectures and class discussions.**Class time:** 75% lecture, 25% Discussion**Work load:** 100 pages of reading per week, 2 exams, 2 papers**Grade:** 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% class participation**Exam format:** In-class essay exams and critical, take-home essays**Course URL:**[http://www.tc.umn.edu/~jbshank/HumIII\\_Home.html](http://www.tc.umn.edu/~jbshank/HumIII_Home.html)**Hum 1004 Humanities in the West IV****(Sec 001); Credit will not be granted if credit has been received for: HUM 3004; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core;**

development of philosophical/scientific thought and its relation to thinking about the individual and the community. Readings are drawn from original texts by such authors as Hume, Kant, Rousseau, Hegel, Marx, Darwin, Nietzsche, Weber, Freud, Woolf, Heidegger, Adorno, and Foucault.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 50-100 pages of reading per week, 20 pages of writing per semester, 3 papers

**Grade:** 90% written reports/papers, 10% class participation

#### Hum 3970 Directed Studies

**(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Student may contact instructor or department for information.

## Industrial Engineering

*125 Mechanical Engineering: 612/625-0705*

#### IE 5522 Quality Engineering and Reliability

**(Sec 001); 4 cr; prereq [4521 or equiv], [upper div or grad student or CNR]; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The course focuses on building quality through product and process design and seeking continuous improvements by identifying weakness bottlenecks, wastes, etc and using concepts such as Robust Design Quality Function Deployment (QED), Failure Mode Effect Analysis (FMEA), Fault trees, event trees, goal trees, Design Review, value analysis, principles of integration, cause effect analysis, reengineering benchmarking, etc. A lot of stress is given on sampling tolerance engineering statistical process control. Control charts variable attribute, process capability indices etc are thoroughly covered. Modeling for improvement of system reliability, availability and maintainability is also covered. The course also stresses on Organizational issues, such as Total Quality Management (TQM), employee empowerment, team work, Performance measurement ISO 9000 series certification, Malcolm Balridge Award.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 80 pages of reading per week, 3 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 40% final exam, 30% special projects, 10% problem solving

**Exam format:** problems

## Information Networking

*101 Wesbrook Hall: 612/624-4000*

#### INet 4021 Network Programming

**(Sec 001); 4 cr; A-F only; prereq CSci 4061 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Network and distributed programming concepts and design using C, Java, and other higher level programming languages. Topics include sockets, TCP/ICP, RPC, streaming, CORBA, .NET, and SOAP. Labs use UNIX/Linux and MS Windows operating systems. (NOTE: Students must have completed 45 semester credits.)

#### INet 4031 Systems Administration

**(Sec 001); 4 cr; A-F only; prereq [CSCI 4061 or instr consent ], 45 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Server and data storage architecture, SCSI, Fibre Channel, RAID and stripping; configuring hardware and software for server and data storage farms; operational factors, including backup and recovery. Lab. (NOTE: Students must have

completed 45 semester credits.)

#### INet 4081 Introduction to Software Engineering

**(Sec 001); 4 cr; A-F only; prereq [CSci 4061 or equiv or instr consent], 45 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Basic theory/practice of software engineering. Software development, requirements/specifications, design, verification, and validation. (NOTE: Students must have completed 45 semester credits.)

#### INet 4193 Directed Study

**(Sec 001-006); 1-4 cr; max crs 12, 4 repeats allowed; A-F only; prereq ITI student, dept consent ; meets DELM req of classroom; meets DELM req of independent study**

**Instructor:** STAFF

**Description:** Independent project, topic arranged with and supervised by ITI faculty.

## Innovation Studies

*170 WesH: 612/626-8724*

#### IS 5100 Innovation Studies Seminar: The Rhetoric of Innovation and Change

**(Sec 002); 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent ; meets DELM req of classroom**

**Instructor:** Schuelke, L David

**Description:** Innovations have been the "fuel" for development and change throughout history. Focus on the history of scientific and technical development and the language used to describe and promote the adoption of new products and services. Draw upon your own past study and personal life experiences to identify specific examples of innovation and the persuasive messages associated with each innovation.

## Institute of Technology

*106 Lind Hall: 612/624-8504*

#### IofT 1101 Environmental Issues and Solutions

**(Sec 001, 005); 4 cr; prereq High school chemistry or equiv, one yr high school algebra; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets DELM req of classroom**

**Instructor:** Hondzo, Miki

**Description:**

**Course URL:** <http://www.ce.umn.edu/~hondzo/it1101/>

#### IofT 1312 Exploring Careers in Science and Engineering

**(Sec 001); 2 cr; meets DELM req of classroom**

**Instructor:** Stein, Meaghan Elizabeth

**Description:** This course gives you the tools you need to make informed decisions about your future career. The two-credit course is offered fall and spring semesters with grading options A-F and S/N. Course enrollment is limited to 40 participants. In the class, you will gain self-knowledge through an assortment of in-class and out-of-class exercises. You will use tools, including the Strong Interest Inventory, to assess your interests and values. You will also research careers and majors using sources such as the CCSE Major Binders, Occupational Outlook Handbook, salary surveys, and others. Through sessions with guest speakers and an informational interview, you will gain valuable information directly from professionals in your area of interest. You will also create a resume and cover letter, attend a career fair, learn techniques for successful interviewing, identify opportunities for experiential education (internships and co-ops), and learn to evaluate job offers.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 15-18 pages of writing per semester, 6 papers  
**Grade:** 35% written reports/papers, 40% special projects, 10% in-class presentations, 15% class participation  
**Exam format:** [http://www.ccse.umn.edu/course\\_description.html](http://www.ccse.umn.edu/course_description.html)

## Inter-College Program

107 Armory: 612/624-2004

**ICP 3075 Directed Study**  
**(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:**

## Interdepartmental Study

135 Johnston Hall: 612/624-7577

**ID 1201 Major and Career Exploration**  
**(Sec 001); 2 cr; prereq Fr or soph; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Freshmen and sophomores: Wondering which major to pick? Wondering what you can do with your major? During this class, you'll learn more about yourself, how to choose a major, and how to best prepare yourself for a career in the 21st century world of work. You will consider your interests, abilities, and values; you'll also learn about the role that classes, internships, community service, work experience, hobbies, and travel will play in your future success. Attendance at all classes and active class participation is highly encouraged. A \$25 fee will be charged for career assessment inventories.  
**Class time:** 30% lecture, 40% Discussion, 30% Group and individual activities.  
**Work load:** 10 pages of reading per week, 10-15 pages of writing per semester, 4 exams, 3 special projects.  
**Grade:** 40% written reports/papers, 30% special projects, 10% in-class presentations, 10% lab work, 10% attendance  
**Exam format:** No exams.

**ID 3201 Career Planning**  
**(Sec 001, 009-010); 2 cr; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Juniors and seniors--wondering what you'll do after you graduate? Learn how your individual talents, values, interests and experiences, matched with state-of-the-art career strategies, will position you in today's marketplace. Emphasis is on understanding the 21st century work world, understanding yourself, identifying what you'd like to do for a living, and marketing yourself. We'll explore careers and address strategic resume writing, networking and interviewing. Attendance at all classes and active class participation is highly encouraged. A \$25 fee will be charged for career assessment inventories.  
**Class time:** 25% lecture, 45% Discussion, 30% small group work  
**Work load:** 20 pages of reading per week, 15 pages of writing per semester, 3 papers, self assessment packet and special projects  
**Grade:** 35% written reports/papers, 25% special projects, 10% in-class presentations, 15% class participation, 15% attendance

**ID 3301 Introduction to Marxism**  
**(Sec 001); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom**  
**Instructor:** Marquit, Erwin  
**Description:** The Marxist worldview continues to attract large numbers of scholars who see it as a most productive analytical tool for understanding developments in the social and natural sciences and fields of culture. The course surveys the basic

components of Marxist thought -- the philosophical foundations for the Marxist understanding of the evolutionary development of nature, society, and thought; Marxist analysis of the economic foundations of capitalism; the socialist alternative of production for need instead of production for profit; the various ways Marxists approach sociopolitical and economic problems in contemporary society in the industrialized and developing countries in general and in the United States in particular. Among the wide range of topics that will be discussed are Marxist approaches to globalization, terrorism and war, economic justice, political strategies for empowerment and social change, national prejudices, religion, women's equality, racism, homophobia, genetic engineering, and art and culture. The failed efforts to develop socialist economies in the former Soviet Union and Eastern Europe will be reviewed. The transitions from centrally planned economies to socialist-oriented market economies in China and Vietnam and their economic and cultural consequences will be examined in some detail. Emphasis will be placed on understanding differing contemporary viewpoints among Marxists.

**Class time:** 80% lecture, 20% Discussion  
**Work load:** 80-100 pages of reading per week, 2 exams, students keep a journal summarizing readings and lectures  
**Grade:** 35% mid-semester exam(s), 35% final exam, 30% written reports/papers  
**Exam format:** essay  
**Course URL:** <http://umn.edu/home/marqu002/id3301.htm>

**ID 3571 HECUA Off-Campus Study Program: Metro Urban Studies Term Reading Seminar**  
**(Sec 001); 4 cr; prereq concurrent enrollment in 3572, 3573, dept consent; contact CCLC, 345 FraserH, 626-2044; meets DELM req of classroom**  
**Instructor:** Holliday, David Wallace  
**Description:** In the Metro Urban Studies Term students activity delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basics of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. Concurrent enrollment in ID 3572 and ID 3573 is required. Contact the CCLC (612-626-2044) for more information.

**ID 3572 HECUA Off-Campus Study Program: Metro Urban Studies Term Field Seminar**  
**(Sec 001); 4 cr; prereq concurrent enrollment 3571, 3573, dept consent; contact CCLC, 345 FraserH, 626-2044; meets DELM req of classroom**  
**Instructor:** Holliday, David Wallace  
**Description:** In the Metro Urban Studies Term students activity delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basic of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. Concurrent enrollment in ID 3571 and ID 3573 is required. Contact the CCLC (612-626-2044) for more information.

**ID 3573 HECUA Off-Campus Study Program: Metro Urban Studies Term Internship Seminar**  
**(Sec 001); 8 cr; prereq concurrent enrollment in 3571, 3572, dept consent; contact CCLC, 345 FraserH, 626-2044; meets DELM req of classroom**  
**Instructor:** Holliday, David Wallace  
**Description:** In the Metro Urban Studies Term students activity delve into major challenges of our time: poverty, inequality and

social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basic of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. This is an 8-credit internship in the Twin Cities. Concurrent enrollment in ID 3571 and ID 3573 is required. Contact the CCLC (612-626-2044) for more information.

**ID 3581 HECUA Off-Campus Study Program: City Arts Reading Seminar**

**(Sec 001); 4 cr; prereq concurrent enrollment 3582, 3583, dept consent; contact CCLC, 345 FraserH, 626-2044; meets DELM req of classroom**

**Instructor:** Holliday, David Wallace

**Description:** In this semester-long program that takes place off-campus in the Twin Cities, the arts are embraced as essential tools for civic engagement, participatory democracy and social justice. Through classroom seminars, field visits and professional internships, students explore how art and culture impact communities and how creative work (i.e. performance, writing, visual art, music and interpretation) can address and illuminate pressing issues. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. In the learning process, students meet with a wide variety of local artists, educators and arts advocates in addition to attending performances, films and installations. Concurrent registration in ID 3582 and ID 3583 is required. Contact the Career and Community Learning Center (612-626-2044) for more information.

**ID 3582 HECUA Off-Campus Program: City Arts Field Seminar**

**(Sec 001); 4 cr; prereq concurrent enrollment 3581, 3583, dept consent; contact CCLC, 345 FraserH, 626-2044; meets DELM req of classroom**

**Instructor:** Holliday, David Wallace

**Description:** In this semester-long program that takes place off-campus in the Twin Cities, the arts are embraced as essential tools for civic engagement, participatory democracy and social justice. Through classroom seminars, field visits and professional internships, students explore how art and culture impact communities and how creative work (i.e. performance, writing, visual art, music and interpretation) can address and illuminate pressing issues. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. In the learning process, students meet with a wide variety of local artists, educators and arts advocates in addition to attending performances, films and installations. Concurrent registration in ID 3582 and ID 3583 is required. Contact the Career and Community Learning Center (612-626-2044) for more information.

**ID 3583 HECUA Off-Campus Program: City Arts Internship Seminar**

**(Sec 001); 8 cr; prereq concurrent enrollment 3581, 3582, dept consent; contact CCLC, 345 FraserH, 626-2044; meets DELM req of classroom**

**Instructor:** Holliday, David Wallace

**Description:** In this semester-long program that takes place off-campus in the Twin Cities, the arts are embraced as essential tools for civic engagement, participatory democracy and social justice. Through classroom seminars, field visits and professional internships, students explore how art and culture impact communities and how creative work (i.e. performance, writing, visual art, music and interpretation) can address and illuminate pressing issues. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. In the learning process, students meet with a wide variety of local artists, educators and arts advocates in addition to attending

performances, films and installations. This course is an internship with an organization in the Twin Cities. Concurrent registration in ID 3582 and ID 3583 is required. Contact the Career and Community Learning Center (612-626-2044) for more information.

**ID 3591 HECUA Off-Campus Study Program: Environmental Sustainability: Adaptive Eco**

**(Sec 001); 4 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3592, Concurrent registration is required (or allowed) in 3593, Concurrent registration is required (or allowed) in 3594, dept consent ; meets DELM req of classroom**

**Instructor:** Holliday, David Wallace

**Description:** Students will gain a practical understanding of the ecological and physical processes that underlie environmental degradation. This course includes both classroom and field work. All majors are welcome! Concurrent registration in ID 3592, 3593, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

**ID 3592 HECUA Off-Campus Study Program: Environmental Sustainability: Dimensions o**

**(Sec 001); 4 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3591, Concurrent registration is required (or allowed) in 3593, Concurrent registration is required (or allowed) in 3594, dept consent ; meets DELM req of classroom**

**Instructor:** Holliday, David Wallace

**Description:** All majors are welcome! Students explore how humans understand environmental sustainability, how current power dynamics and trends towards a global free market impact local efforts to promote sustainability, and how community and social movements are developing alternative visions of environmental sustainability. This course includes both classroom and field work. Concurrent registration in ID 3591, 3593, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

**ID 3593 HECUA Off-Campus Study Program: Environmental Sustainability: Field Methods**

**(Sec 001); 2 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3591, Concurrent registration is required (or allowed) in 3592, 3594, dept consent ; meets DELM req of classroom**

**Instructor:** Holliday, David Wallace

**Description:** All majors are welcome! In this component of the program, students have an opportunity to work with scientists and community members to conduct publishable research. Concurrent registration in ID 3591, 3592, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

**ID 3594 HECUA Off-Campus Study Program: Environmental Sustainability, Internship**

**(Sec 001); 6 cr; A-F only; prereq Concurrent registration is required (or allowed) in 3591, Concurrent registration is required (or allowed) in 3592, Concurrent registration is required (or allowed) in 3593, dept consent ; meets DELM req of classroom**

**Instructor:** Holliday, David Wallace

**Description:** All majors are welcome! This 15-hour per week internship gives students an opportunity to interact and work with one of the most active networks of environmental organizations in the country. Concurrent registration in ID 3591, 3592, & 3593 is required. Contact the CCLC (612-626-2044) for more information.

**ID 3993 Directed Study**

**(Sec 001); 1-4 cr; max crs 8, 8 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Opportunity to explore in greater detail and depth

topics contained in regularly-offered ID courses. In almost all cases students develop a project idea in consultation with the instructor of the ID course they have already taken.

## Italian

260 Folwell Hall: 612/624-4308

### Ital 1001 Beginning Italian

**(Sec 001-010); Credit will not be granted if credit has been received for: ITAL 4001; 5 cr; meets DELM req of classroom**  
**Instructor:** STAFF

**Description:** Italian 1001 introduces students to the language and culture of Italy. Class time is spent on presentations of new concepts and on continual use of material already taught. Students work individually, in pairs and in groups. They learn to read, write, speak and understand Italian. They view Italian films. Integral parts of this course will be the online assignments (Quia workbook and laboratory manuals) that students are required to do at home and the cultural reading text *Stelle, perle e mistero*. By the end of the first semester, students can communicate in a number of real life situations and are becoming comfortable with the present and the past tenses. The grade is based on daily participation and homework performance, frequent quizzes, oral exams, compositions, and the final exam. Students who pass 1001 with a grade of +C- or higher can then move on to Italian 1002.

**Work load:** 45 to 60 minutes of homework per class  
**Grade:** 15% final exam, 65% quizzes, 5% class participation, 15% oral presentations  
**Exam format:** Fill in the blank; true/false; essay; short answer

### Ital 1002 Beginning Italian

**(Sec 001-010); Credit will not be granted if credit has been received for: ITAL 4002; 5 cr; meets DELM req of classroom**  
**Instructor:** STAFF

**Description:** Italian 1002 is the second semester of beginning Italian: students must have completed Italian 1001 with a grade of "C-" or better in order to take Italian 1002. Italian 1002 introduces students to the language and culture of Italy. Class time is spent on presentations of new concepts and on continual use of material already taught. Students work individually, in pairs and in groups. They learn to read, write, speak and understand Italian. They view Italian films. Integral parts of this course will be the online assignments (Quia workbook and laboratory manuals) that students are required to do at home and the cultural reading text *Stelle, perle e mistero*. By the end of the second semester, students can communicate in a number of real life situations and are becoming comfortable with the present and the past tenses. Students who pass 1002 with a grade of "C-" or higher can then move on to Italian 1003.

**Work load:** 45-60 minutes of homework per class  
**Grade:** 15% final exam, 65% quizzes, 5% class participation, 15% oral presentations  
**Exam format:** Short answer; fill in the blank, true/false

### Ital 1003 Intermediate Italian

**(Sec 001-004); Credit will not be granted if credit has been received for: ITAL 4003; 5 cr; prereq 1001-1002; meets DELM req of classroom**  
**Instructor:** STAFF

**Description:** Italian 1003 is the third semester course of Italian language and culture. (Students must have completed the equivalent of a year of university level Italian instruction before taking this course.) Students concentrate on mastering elements of grammar and on increasing their active vocabularies. They continue to read, write, speak and listen to current Italian. Each student chooses a topic for a cultural presentation, which is both written and spoken. Italian films are integrated into the program. An integral part of this course is reading the text, *Pinocchio*. The grade is based on daily participation and homework performance, frequent quizzes, oral exams, compositions,

cultural presentation and the final exam. At the end of the third semester, students who pass with a grade of "C-" or higher are ready to move on to Italian 1004 or to study in Italy.

**Work load:** 45-60 minutes of homework per class  
**Grade:** 10% final exam, 70% quizzes, 5% class participation, 15% oral exam  
**Exam format:** essay, short answer, fill-in blank, true/false

### Ital 1004 Intermediate Italian

**(Sec 001-007); Credit will not be granted if credit has been received for: ITAL 4004; 5 cr; prereq 1001, 1002, 1003; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Italian 1004 is the fourth semester course of Italian language and culture. (Students must have completed the equivalent of one and a half years of university level Italian instruction before taking this course.) Having learned all the basic grammar concepts students now concentrate on mastering these elements and on increasing their active vocabularies. They continue to read, write, speak and listen to Italian. Each student chooses a topic for a cultural presentation, which is both written and spoken. Italian films are integrated into the program. At the end of the fourth semester, students who pass with a grade of "C-" or higher are ready to move on to Italian 3015 or to study in Italy.

**Work load:** 45-60 minutes of homework per class  
**Grade:** 10% final exam, 70% quizzes, 5% class participation, 15% oral exam  
**Exam format:** essay, short answer, fill-in-blank, true/false, various presentations

### Ital 3015 Reading, Conversation, and Composition

**(Sec 001); 4 cr; prereq 1004; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course will consist of intensive reading, writing, and speaking practice and study of cultural materials in authentic formats.

### Ital 3203 Italian Travelers: From the Enlightenment to the Present

**(Sec 001); Credit will not be granted if credit has been received for: ITAL 5203, ITAL 5203; 3 cr; max crs 12, 4 repeats allowed; prereq 3015; meets DELM req of classroom**  
**Instructor:** Ferlito, Susanna Florenc

**Description:** This course examines the discourse of travel in Italy from the Gran Tour to the present in Italy. How has Italy been represented and imagined by foreigners and Italians alike? We will focus on a wide range of literary and visual texts. Readings will include Mme de Staël's *Corinne*, Forster's *Window with a view*, Baedeker's guides to Italy, Calvino's *Invisible Cities* and Mr. Palomar as well as the post-modern empty landscapes of Celati *Quattro novelle sulle apparenze*, Verso la foce and *Cinema Naturale*, photographer Ghirri, and Salah Methnani's immigration narrative, *Immigrato*. Exams: midterm 40%, final 40% participation 20%. Course taught in Italian. Pre-req: 3015  
**Class time:** 30% lecture, 70% Discussion

**Work load:** 50-80 pages of reading per week, 15-18 pages of writing per semester, 2 exams

**Grade:** 40% mid-semester exam(s), 40% final exam, 20% class participation

**Exam format:** essay

### Ital 3640 Topics in Italian Studies

**(Sec 001); 3 cr; max crs 12, 4 repeats allowed; meets DELM req of classroom**

**Instructor:** McBride, Douglas Brent

**Description:** FROM FUTURISM TO FASCISM - CULTURE AND POLITICS IN MODERN ITALY. This course will examine the experimental art, literature, and cinema that propelled Italy to the vanguard of European culture in the first half of the twentieth century. Italian Futurism was the first avant-garde movement to reject Europe's humanist cultural tradition and experiment with models for a post-humanist subjectivity. While promoting the ideal of artistic freedom, its visions for a cyborg, man-machine

synthesis that could be thoroughly masculine created the imaginary matrix for the development of Fascism as an authoritarian form of political collectivity. We will attempt to understand how this vision for human emancipation could end in totalitarianism by examining how Italian writers and artists addressed questions of human freedom, artistic creativity, fluid gender identities, and modern social organization at a time when the new mass media of film and radio were first confronting men and women with the mind-altering experience of virtual reality. Readings in translation will include four novels, one each by Aleramo, Pirandello, Svevo, and Gadda, and shorter poetic, theoretical, and dramatic texts by authors such as Gabriele D'Annunzio, Grazia Deledda, F.T. Marinetti, and Antonio Gramsci. Taught in English for majors and non-majors interested in modern literature, art history, European history, continental philosophy, political science, gender studies, or the performing arts.

**Class time:** 40% lecture, 60% Discussion

**Work load:** 80 pages of reading per week

**Grade:** 30% mid-semester exam(s), 30% final exam, 10% written reports/papers, 10% quizzes, 20% class participation

**Exam format:** Exams will consist of identification and short essays.

#### Ital 4970 Directed Readings

**(Sec 001-003); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.

#### Ital 5970 Directed Readings

**(Sec 001, 003); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Meets unique requirements decided on by faculty member and student. Individual contracts are drawn up listing contact hours, number of credits, written and other work required.

## Japanese

453 Folwell Hall: 612/625-6534

#### Jpn 1012 Beginning Japanese

**(Sec 001, 005, 009, 050); Credit will not be granted if credit has been received for: JPN 4002, JPN 4002, JPN 4002; 6 cr; prereq 1011; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is the second of a two-semester sequence of Beginning Japanese, and is for students who have already taken JPN1011 or who have passed the placement test. It aims to develop the four communication skills in Japanese (speaking, listening, reading, and writing) as well as culture-specific skills ("do's and don'ts"). Topics covered include describing appearance, reporting, giving an opinion/advice, describing a plan/intention/desire, and making a comparison. The course consists of 5 hours of discussion session and 2 hours of lecture session per week. Discussions are performance-oriented; teachers guide their students in the practice of Japanese in practical settings. Students are expected to spend 2 hours per day (12 hours per week) doing homework and practicing with CDs/tapes for each class. Both undergraduate and graduate students are encouraged to attend. Textbook: Banno. et al. Genki: An integrated course in elementary Japanese.

**Class time:** 29% lecture, 71% recitation

**Work load:** 2 hours per day (12 hours of preparation and homework per week)

**Grade:** 10% class attendance; 36% six lesson tests; 10% two

oral interviews; 20% homework assignments; 15% quizzes; 9% dialogue checks

**Exam format:** oral interviews and written exams

**Course URL:**

[http://www.all.umn.edu/japanese\\_language/home.html](http://www.all.umn.edu/japanese_language/home.html)

#### Jpn 3022 Intermediate Japanese

**(Sec 001, 005, 050); Credit will not be granted if credit has been received for: JPN 4004, JPN 4004, JPN 4004; 5 cr; prereq 3021 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is for students who have basic Japanese knowledge and have already taken JPN 3021. This course aims to develop the four communication skills (speaking, listening, reading, and writing) as well as culture-specific skills (do's and don'ts). Topics covered in this semester include describing the condition of an occurrence, speaking respectfully, explaining what you do not know, talking about bad experience or events, and giving orders. The course consists of discussions (taught entirely in Japanese) and lectures. Discussions are performance-oriented: teachers guide students in practice in practical situations. Lectures include grammar, reading, and sociocultural aspects of Japan. Students are expected to practice with tapes/CDs for 2 hours per day in preparation for each class. Students who have not taken JPN 3021 at the University of Minnesota must pass a placement test. Text: Banno, et al. Genki: An integrated course in elementary Japanese, Vol. 2.

**Class time:** 40% lecture, 60% language recitation sections

**Work load:** Daily preparation, homework, five lesson tests, one course project

**Grade:** 6% special projects, 15% quizzes, 10% class attendance; 20% homework; 9% dialogue check; 30% five lesson tests; 10% oral interviews

**Course URL:**

[http://www.all.umn.edu/japanese\\_language/home.html](http://www.all.umn.edu/japanese_language/home.html)

#### Jpn 3032 Third-Year Japanese

**(Sec 001, 050); 4 cr; prereq 3031 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is the second of a two-semester sequence of Third-Year Japanese. It aims to continue developing the four communication skills (speaking, listening, reading, and writing) on the intermediate-high level as well as Japanese culture-specific strategies to prepare students for real-life situations. Topics covered during the semester include job hunting, gift giving, visiting a doctor's office, etc. Authentic reading materials will be introduced as well. The class is conducted in Japanese, and access to a Japanese-capable computer is required. For each class, students are expected to spend at least two hours preparing for and reviewing the lesson. Textbook: Miura and McGloin (1994). An Integrated Approach to Intermediate Japanese.

**Class time:** 100% Discussion

**Work load:** 5 exams, 1 papers, Will cover 5 chapters (Lesson 8, 9 and 11-13)

**Grade:** 12% special projects, 20% quizzes, 10% class participation, 30% 5 Lesson Tests; 12% 2 Oral Interviews; 16% Homework

**Exam format:** Listening comprehension, reading comprehension, sentence completion questions, multiple choice, and translation

**Course URL:**

[http://www.all.umn.edu/japanese\\_language/home.html](http://www.all.umn.edu/japanese_language/home.html)

#### Jpn 4002 Beginning Japanese

**(Sec 001, 005, 009, 050); Credit will not be granted if credit has been received for: JPN 1012, JPN 1012, JPN 1012, JPN 1012, JPN 1012, JPN 1012, JPN 1012; 3 cr; prereq 4001, grad student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is the second of a two-semester sequence of Beginning Japanese, and is for students who have

already taken JPN 4001 or who have passed the placement test. It aims to develop the four communication skills in Japanese (speaking, listening, reading, and writing) as well as culture-specific skills ("do's and don'ts"). Topics covered include describing appearance, reporting, giving an opinion/advice, describing a plan/intention/desire, and making a comparison. The course consists of 5 hours of discussion session and 2 hours of lecture session per week. Discussions are performance-oriented; teachers guide their students in the practice of Japanese in practical settings. Students are expected to spend 12 hours per week doing homework and practicing with CDs/tapes for each class. Both undergraduate and graduate students are encouraged to attend. Textbook: Banno, et al. Genki: An integrated course in elementary Japanese.

**Class time:** 29% lecture, 71% Discussion

**Work load:** 12 hours of preparation and homework per week

**Grade:** 10% class attendance; 36% six lesson tests; 10% two oral interviews; 20% homework assignments; 15% quizzes; 9% dialogue checks

**Exam format:** oral interviews and written exams

**Course URL:**

[http://www.all.umn.edu/japanese\\_language/home.html](http://www.all.umn.edu/japanese_language/home.html)

#### Jpn 4004 Intermediate Japanese

**(Sec 001, 005, 050-051); Credit will not be granted if credit has been received for: JPN 3022, JPN 3022, JPN 3022, JPN 3022; 3 cr; prereq 4003, grad student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is for students who have basic Japanese knowledge and have already taken JPN 3021. This course aims to develop the four communication skills (speaking, listening, reading, and writing) as well as culture-specific skills (do's and don'ts). Topics covered in this semester include describing the condition of an occurrence, speaking respectfully, explaining what you do not know, talking about bad experience or events, and giving orders. The course consists of discussions (taught entirely in Japanese) and lectures. Discussions are performance-oriented; teachers guide students in practice in practical situations. Lectures include grammar, reading, and sociocultural aspects of Japan. Students are expected to practice with tapes/CDs for 2 hours per day in preparation for each class. Students who have not taken JPN 3021 at the University of Minnesota must pass a placement test. Text: Banno, et al. Genki: An integrated course in elementary Japanese, Vol. 2.

**Class time:** 40% lecture, 60% language recitation sections

**Work load:** Daily preparation, homework, five lesson tests, one course project

**Grade:** 6% special projects, 15% quizzes, 8% class attendance; 20% homework; 9% dialogue check; 30% five lesson tests; 10% oral interviews; 2% one-minute speech

**Course URL:**

[http://www.all.umn.edu/japanese\\_language/home.html](http://www.all.umn.edu/japanese_language/home.html)

#### Jpn 4042 Advanced Japanese Conversation and Composition (Sec 001); 4 cr; prereq 4041 or instr consent; meets DELM req of classroom

**Instructor:** Matsumoto, Fumiko

**Description:** This course aims to improve effective communication skills in speaking, listening, reading and writing in academic settings. Interviews, class presentations, discussions, and role-playing, as well as reading texts, will be employed in class. The course also aims to deepen the understanding of modern Japanese society and culture and to help students to be able to talk about their own society and culture in Japanese. Effective learning strategies will be introduced and implemented to help students become independent learners of Japanese. This course will cover Theme 4 through Theme 6 of 'Image of Japan', and topics such as "work," "foreigner," and "affluence" will be dealt with.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 3 exams, 3 papers, quiz on a daily basis

**Grade:** 10% mid-semester exam(s), 10% final exam, 5% written reports/papers, 10% special projects, 15% quizzes, 15% in-class

presentations, 10% class participation, 25% Homework (assignments)

## Jewish Studies

245 Nicholson Hall: 612/625-5353

#### JwSt 3112 Jewish Mysticism, Magic, and Kabbalah

**(Sec 001); Credit will not be granted if credit has been received for: JWST 5112, JWST 5112, RELA 3112, RELA 5112, RELA 5112, RELA 5112; 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Jassen, Alex

**Description:** This course is designed to provide an introduction to the mystical and magical tradition in Judaism. We treat the origins of mysticism in the Bible and ancient Judaism, the flowering of mysticism in the medieval period, the origins and development of the Kabbalah, and modern forms of mysticism, such as Hasidism. We also explore the intersection of the mystical tradition with magical phenomena and messianic movements. Topics that will be discussed include prophecy and visionary activity, mystical approaches to secret knowledge, traditions of heavenly ascent, magical techniques, Kabbalistic ideas of divine knowledge and emanation, the origins of evil, the erotic dimension in Kabbalah, and the diffusion of Kabbalah in popular American culture. Throughout, students engage with the Jewish mystical and magical tradition through close reading and discussion of the central primary mystical and magical texts of Judaism.

**Class time:** 75% lecture, 25% Discussion

#### JwSt 3116 Jews and Popular Culture in 20th Century United States

**(Sec 001); Credit will not be granted if credit has been received for: AMST 3116; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Prell, Riv-Ellen

**Description:** Jews have helped to create an American culture through music, film humor, superhero comics, television, radio and many other practices since they arrived in the United States as immigrants from Europe in the nineteenth century. Woody Allen, Jerry Seinfeld, and Sarah Silverman have had their counterparts in every era. Jews have been represented in these media as unattractive, clever, obsessed with power and money, unmanly, compassionate, excessive, moral, and hip. Jews have been part of culture industries that have brought them into relationship with Americans of color, wealthy elites, and other European immigrants, and have worked out those connections in every aspect of that industry. This course offers an understanding of American Jewish history of the last century through Jews' deep involvement with popular culture. What drew Jews to the culture industries and continues to do so? How did popular culture serve as an arena to both assimilate and resist assimilation? How did Jews reflect on what it meant to be American in this process? How can we look at popular culture in order to understand how American Jewish experience changed? Because the world of popular culture is not real? but a fiction, what can we learn about the ways Jews were represented, often by other Jews, and about how they represented others?

**Class time:** 40% lecture, 30% Discussion, 30% reflection and experience of examples of popular culture

**Work load:** 60-75 pages of reading per week, 3-5 short papers/essays and a research paper

**Grade:** 40% written reports/papers, 20% class participation, 40% essays/exam

#### JwSt 3521W History of the Holocaust

**(Sec 001); Credit will not be granted if credit has been received for: RELS 3521, JWST 3521, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W, RELS 3521W, HIST 3727W, HIST 3727W; 3 cr; meets**

**CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Feinstein, Stephen

**Description:** The word "Holocaust" refers to the extermination of 6 million Jews and 500,000 Roma and Sinti (Gypsies) during the rule of National Socialism (Nazis) in Germany. Others labeled "undesirable" or "subhuman" were also exterminated in this process. In this course, particular attention will be given to the phenomenon of anti-Semitism, in both its religious and secular forms, to the relationship between mass murder or genocide and the growth of bureaucracy and technology, and to the challenges posed by the Holocaust for religious and humanistic beliefs and values. The course uses cross-disciplinary approaches, as well as documents, films and guest speakers.

**Class time:** 90% lecture, 10% Discussion**Work load:** 150-175 pages of reading per week, 24-30 pages of writing per semester, 1 exams, 3 papers, An optional discussion section is available. Course is writing intensive**Grade:** 25% final exam, 70% written reports/papers, 5% class participation**Exam format:** Short answer and essay with choices. Study sheet given prior to exam.**Course URL:** <http://MYU.UMN.EDU> and [www.chgs.umn.edu](http://www.chgs.umn.edu)**JwSt 3631 Jewish Writers and Rebels in German, Austrian, and American Culture**

**(Sec 001); Credit will not be granted if credit has been received for: GER 3631, CSCL 3631, JWST 3631, GER 3631, CSCL 3631; 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** Morris, Leslie C

**Description:** One of the major questions that the course will ask is if there is such a thing as Jewish writing. Gilles Deleuze and Felix Guattari's "Kafka: Toward a Minor Literature" will serve as the starting point for the course, for they propose a theory that seeks to explain how minority groups construct stories, novels, and poems within a major language. Therefore, when Jewish writers compose their works, they inevitably challenge majority assumptions in German, Austrian, and American culture. Not only do they undermine Jewish stereotypes embedded in the majority culture, but they also ask: What does it mean to be German, Austrian, and American? Can we define a national character? Is there really such a thing as national character? Jewish writers such as Kafka, Celan, Canetti, Broch, Hilsenrath, Malamud, Biller, Honigmann, Bellow, and Roth have developed remarkable affinities that cut across German, Austrian and American cultures, and it will be the purpose of this course to study these affinities and determine whether there is such a thing as Jewish writing. In addition, the course will deal with the major crises of the twentieth century that have compelled Jewish writers often to assume the role of outsider and rebel. Though this is not a course that deals with the Holocaust per se, it will analyze how anti-Semitism in Europe and America led to the destruction of European Jewry and how Jewish writers have responded to this catastrophe and continue to do so in new works.

**Class time:** 15% lecture, 85% Discussion**Work load:** 75-125 pages of reading per week, 15-20 pages of writing per semester, 2 papers, in-class presentation**Grade:** 80% written reports/papers, 20% class participation**JwSt 3900 Topics: Jewish Studies: Women & the****Holocaust: Gender, Memory, Representation**

**(Sec 001); 3 cr; max crs 15, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Baer, Elizabeth R

**Description:** Despite the fact that Holocaust Studies is now a mature field the topic of women and the Holocaust remains in its infancy. Why have Holocaust scholars been so slow or reluctant to adopt the insights of Women's Studies? We will explore this question, speculating about the reasons, and looking at the material which has emerged on gender and the Holocaust. We will also work on what needs to happen next in this emergent field: bringing a specifically feminist methodology and theoretical framework to understanding the experiences of women in the

Holocaust and the Third Reich, their memories/experiences, and their expressions/representations of memories. Among the many questions we will consider are these: Did gender matter to the perpetrators? To the victims? How did women remember their experiences? Represent them? How did Jewish culture and religious beliefs affect the experiences and responses of Jewish women? What were the experiences of women in the resistance? Did gender play a role in their tactics? Their survival? What about the experiences of lesbians? What was the perspective of Nazi women? How did the valorization of "Kinder, Küche, Kirche" construct attitudes towards all women in this era? What were the connections among anti-Semitism, racism, and sexism in Nazi ideology?

**Work load:** Serving as a discussion moderator for one class, regular attendance and participation. The class activities will include visits from Holocaust survivors, a history text, and theoretical essays.

**JwSt 3900 Topics: Jewish Studies: Jewish-Am World-Art: Stein, Ginsberg, Bruce, Dylan**

**(Sec 003); 3 cr; max crs 15, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Damon, Maria

**Description:** Each of these figures is iconic; we recognize their names and sometimes their pictures even if we have never read or heard their work. And even when we do pay attention to their words, their art is rarely looked at as Jewish text. Is there a particular way that Jewish-American word-artists use language? Is there a particular investment in "American"ism for these writers? What is their understanding of and relation to their Jewishness, and how does it play into their creative process? These four magicians of the word -Gertrude Stein, Allen Ginsberg, Lenny Bruce and Bob Dylan -have as much in common as they are different. They share a wild experimentalism, an almost reckless originality and a need to express, express, express, no matter what the world might think. Most of them played at the brink of sexual non-normativity and of verbal experimentalism often considered incoherent; they brought back from that brink treasures that changed the way the literary and popular cultural world thinks, speaks, writes, and allows itself to feel. They were also icons of difference in the popular imagination: google "Images" for any one of them and you'll be inundated with graphic performances of their trademark differences (Stein's plumpness and plain dress, Ginsberg in his Uncle Sam top hat, Bruce stonedly clutching the microphone or commemorated as a martyr to censorship, Dylan either as the folk prodigy w/ harmonica, the mod sunglassed genius of Don't Look Back, or ...take your pick). .

**Class time:** 15% lecture, 75% Discussion**Work load:** 100-250 pages of reading per week, 25-28 pages of writing per semester, 4 papers, reading varies widely, but is entertaining**Grade:** 50% written reports/papers, 20% in-class presentations, 20% class participation, 10% extra credit available for attending special events**Exam format:** no exams**JwSt 3900 Topics: Jewish Studies: Contemporary Jewish Voices**

**(Sec 002); 3 cr; max crs 15, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Katz, Judith

**Description:** This class will explore the diversity and commonalities found in work by contemporary Jewish writers. We'll be looking at work by writers Nicole Kraus, Philip Roth, Grace Paley, Cynthia Ozick, Amos Oz, Jonathan Safran Foer, Tony Kushner, Adrienne Rich and many others.

**Class time:** 15% lecture, 70% Discussion, 15% weekly reader response**Work load:** 100-150 pages of reading per week, 50 pages of writing per semester, 2 papers, Video and audio tape presentation**Grade:** 75% written reports/papers, 25% class participation

**JwSt 4001W Final Project, Writing Intensive**  
(Sec 001); 1 cr; A-F only; prereq concurrent enrollment 5xxx, JwSt major, permission of dir of undergrad studies; meets CLE req of Writing Intensive; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

**JwSt 5112 Jewish Mysticism, Magic, and Kabbalah**  
(Sec 001); Credit will not be granted if credit has been received for: JWST 3112, JWST 3112, JWST 3112, RELA 3112, RELA 5112, RELA 5112, RELA 5112; 3 cr; A-F only; meets DELM req of classroom  
**Instructor:** Jassen, Alex  
**Description:** his course is designed to provide an introduction to the mystical and magical tradition in Judaism. We treat the origins of mysticism in the Bible and ancient Judaism, the flowering of mysticism in the medieval period, the origins and development of the Kabbalah, and modern forms of mysticism, such as Hasidism. We also explore the intersection of the mystical tradition with magical phenomena and messianic movements. Topics that will be discussed include prophecy and visionary activity, mystical approaches to secret knowledge, traditions of heavenly ascent, magical techniques, Kabbalistic ideas of divine knowledge and emanation, the origins of evil, the erotic dimension in Kabbalah, and the diffusion of Kabbalah in popular American culture. Throughout, students engage with the Jewish mystical and magical tradition through close reading and discussion of the central primary mystical and magical texts of Judaism.  
**Class time:** 75% lecture, 25% Discussion

**JwSt 5992 Directed Readings**  
(Sec 001, 002); 1-12 cr; max crs 12, 1 repeat allowed; prereq instr consent; meets DELM req of classroom  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

## Journalism and Mass Communication

111 Murphy Hall: 612/625-9824

**Jour 3241 Creative Strategy and Copywriting**  
(Sec 003); 3 cr; A-F only; prereq 3004W, 3201, [jour major or approved IDIM major or ICP major or BIS major]; meets DELM req of classroom  
**Instructor:** Shaw, Sarah Brady Stohl, Karen K  
**Description:** This introductory course acquaints students with the strategic skills needed to produce copy with emphasis placed on print advertising. By the end of the semester, successful students will be able to recognize solid advertising, create basic copy and present it to others. While designed primarily for the potential copywriter, this course will be useful for any advertising student desiring a working knowledge of the creative end of the business. Individual guidance will be available for students wishing to prepare portfolios. The text are Bendinger's 'The Copy Workshop Workbook' and Strunk and White 'The Elements of Style.'.  
**Class time:** 60% lecture, 40% Discussion  
**Work load:** 20-60 pages of reading per week, 6-8 written assignments, 6 quizzes, mid-term, final project  
**Grade:** 15% mid-semester exam(s), 25% final exam, 25% written reports/papers, 10% quizzes, 25% class participation  
**Exam format:** definitions, short answer, essay

**Jour 3279W Public Relations Writing and Campaign Tactics**  
(Sec 001); 3 cr; A-F only; prereq [3004W, [3159 or 3201 or 3202], [jour major or approved IDIM major or ICP major or BIS major]] or instr consent for professional jour track

students; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Nelson, Lynn Ingrid Stohl, Karen K  
**Description:** This is a professional skills course designed to develop expertise in public relations tactics. Students form PR agency groups and choose a fictional client. They develop news releases, query letters, op-eds, and ultimately PR plans for their clients. Students are expected to follow local media daily. There is a strong emphasis on the writing capabilities necessary for executing successful PR programs. The course assumes broad knowledge of PR principles and strategic approaches, and builds on, and reinforces, the content of Journalism 3159. The class includes guest lectures by local PR and media professionals.  
**Class time:** 50% lecture, 25% Discussion, 25% group work  
**Work load:** 20 pages of reading per week, 12 pages of writing per semester, 2 exams, 5 papers, 1 major presentation  
**Grade:** 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% class participation  
**Exam format:** True/false; multiple choice; essay

## Kinesiology

220 Cooke Hall: 612/625-5300

**Kin 1050 Beginning Military Physical Fitness Training**  
(Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; meets DELM req of classroom  
**Instructor:** STAFF

**Description:** The Beginning Military Physical Fitness class uses the military model as the basic premise of instructing physical fitness. The class incorporates the military components of fitness such as cardiorespiratory, muscular strength, muscular endurance, flexibility and body composition with the principles of exercise such as regularity, progression, balance, variety, specificity, recovery and overload into a balanced physical fitness program. Fitness conditioning is accomplished using a variety of techniques such as running, weight training, abdominal and upper body strength exercises, circuit training and team sports activities. Classes are ability group oriented and allow individual progression within a group environment.

**Kin 1871 Introduction to Kinesiology**  
(Sec 001); 2 cr; A-F only; meets DELM req of classroom  
**Instructor:** Swanson MPT, Karen Jane  
**Description:** Examination of the professional and disciplinary sub disciplines of physical activity and kinesiology. Representative experiences include lecture, guest speakers, discussion, and small group presentations/activities.  
**Work load:** 20-30 pages of reading per week, 5-7 pages of writing per semester, 2 exams, 2 papers, 2-3 quizzes  
**Exam format:** True/false

**Kin 3001 Lifetime Fitness and Health**  
(Sec 001); 3 cr; A-F only; meets CLE req of Social Science Core; meets DELM req of classroom  
**Instructor:** Ingraham, Stacy Jean  
**Description:** This class addresses current health and wellness issues at the individual, local and global levels. The components of wellness involve; physical, social, emotional, intellectual, spiritual, environmental and financial health. The goal of the class is to develop strategies that improve quality of life throughout life expectancy. This is an interactive class through lecture. The target audience for this class is students desiring a healthy and productive life.  
**Class time:** 80% lecture, 5% Closed Circuit TV, 15% Discussion  
**Work load:** 10 pages of reading per week, 6 pages of writing per semester, 2 exams, 2 papers, self assessment labs  
**Grade:** 14% mid-semester exam(s), 14% final exam, 17% written reports/papers, 18% special projects, 7% quizzes, 7% class participation, 23% lab work  
**Exam format:** Multiple choice  
**Course URL:** <http://webct.umn.edu>

**Kin 3050 Advanced Military Physical Fitness Training (Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq 4 cr of 1050 or instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The Advanced Military Physical Fitness class uses the military model as the basic premise of instructing physical fitness. Advance Course students are assigned supervisory and leadership positions within the class. The Advance Course student is expected to participate and supervise class activities and can be assigned as a group leader of a beginning physical fitness class. The class continues to incorporate the military components of fitness such as cardiorespiratory, muscular strength, muscular endurance, flexibility and body composition with the principles of exercise such as regularity, progression, balance, variety, specificity, recovery and overload into a balanced physical fitness program. Fitness conditioning is accomplished using a variety of techniques such as running, weight training, abdominal and upper body strength exercises, circuit training and team sports activities. Classes are ability group oriented and allow individual progression within a group environment.

**Kin 3126W Psychology and Sociology of Sport (Sec 001, 002); 3 cr; A-F only; prereq Kin major; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** An introduction to the foundations of sport and exercise psychology and sociology, which examines people and their behaviors within sport contexts from both a group and individual perspective.

**Kin 3131W History and Philosophy of Sport (Sec 001, 002); 3 cr; A-F only; prereq Kin major or instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Valentini, Tommy

**Description:** Kin 3131w seeks to foster new understandings of sport through philosophical and historical exploration. Broadened and deepened understanding can illumine involvement in and observation of sport as full of significance on many different levels. Simply put, sport becomes increasingly meaningful in a variety of ways to both participants (athletes, coaches etc.) and observers (fans, parents, etc.) when it can be viewed and discussed from both historical and philosophical perspectives. Sport has shaped and continues to shape many passionate practitioners. Our course will provide insight to how and why this shaping process occurs. Learning to see historical and philosophical connections is a habit and a skill that the course seeks to cultivate. With heightened awareness we will become more experienced and mindful practitioners of sport. Texts include: Bergmann Drewe, S. (2003). Why Sport?: An Introduction to the Philosophy of Sport. Toronto: Thompson Educational Publishing, Inc. Multiple additional readings will be used and will be made available via web ct. The course is intended primarily for undergraduate kinesiology majors, but other undergraduates are encouraged to enroll, space permitted

**Class time:** 40% lecture, 40% Discussion, 20% Writing Exercises and Group Presentations  
**Work load:** 45-50 pages of reading per week, 10 pages of writing per semester, 1 exams, 2 papers, Group Presentation  
**Grade:** 20% mid-semester exam(s), 52% written reports/papers, 7% quizzes, 15% in-class presentations, 6% class participation  
**Exam format:** Short answer, Identification of quotations, and Essay

**Kin 3168 Soccer Coaching (Sec 001); 1 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Fundamental approaches used in the science of coaching soccer. Emphasis on teaching and coaching of technique, team organization and management, development of training schedules, and rules and strategies related to the game.

**Kin 3696 Supervised Practical Experience (Sec 002); 1-10 cr; max crs 10, 10 repeats allowed; S-N only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Spletzer, Elizabeth A

**Description:** This internship is designed for those Kinesiology majors who are considering entering the teaching profession and are also seeking field experience credits. It consists of observation and assistance in physical education in the public schools, with particular emphasis on the urban setting. School assignments are arranged by the University Supervisor. Students are required to establish a regular schedule at each school site and conduct themselves professionally with regard to punctuality, attire and interaction with students and all school personnel. This field experience can be used to garner hours in the mainstreamed physical education setting necessary for admission to the Initial Teacher Licensure Program in K-12 Physical Education. Grading is S/N only and based on the following: 1) Completed journal, 2) Completed hours as signed by the Cooperating Physical Education Teacher, 3) Completed evaluation form sent by the the Cooperating Physical Education Teacher, and 4) a final meeting with the University Supervisor. Each credit equal to 40 hours in the schools.

**Class time:** 100% On-site

**Work load:** Approximately one journal entry/day

**Grade:** 50% written reports/papers, 50% Hours completed and evaluation

**Kin 3993 Directed Study in Kinesiology (Sec 004); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Dengel, Donald Robert

**Description:** For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

**Kin 3993 Directed Study in Kinesiology (Sec 007); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Kane, Mary Jo

**Description:** For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

**Kin 3993 Directed Study in Kinesiology (Sec 006); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Koscheyev, Victor S

**Description:** For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

**Kin 3993 Directed Study in Kinesiology (Sec 011); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Leon, Arthur S !!Henry L Taylor Prof in Hlth!!

**Description:** For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

**Kin 3993 Directed Study in Kinesiology (Sec 015); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Serfass, Robert C

**Description:** For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

**Kin 3993 Directed Study in Kinesiology (Sec 017); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Spletzer, Elizabeth A

**Description:** Student selected and instructor approved clinical or research experience linked to a school-related, most likely physical education, issue or topic. Specific details will need to be discussed with the instructor and mutually agreed upon protocols and expectations will be put in written form for both the student and the instructor. Forty-five hours of work for each credit at the

undergraduate level.

**Class time:**

**Work load:** 45 hrs/credit.

**Grade:** 100% written reports/papers, 0% 45hrs/credit.

**Kin 3993 Directed Study in Kinesiology**

**(Sec 019); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Stoffregen, Thomas

**Description:** For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

**Kin 3993 Directed Study in Kinesiology**

**(Sec 021); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Wade, Michael G

**Description:** For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

**Kin 3993 Directed Study in Kinesiology**

**(Sec 025); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Wiese-Bjornstal PhD, Diane

**Description:** For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

**Kin 4135 Motor Control and Learning**

**(Sec 001); 3 cr; prereq 3133 or instr consent; meets DELM req of classroom**

**Instructor:** Manser, Michael Paul

**Description:** This course will examine the fundamental theoretical and philosophical concepts of human motor control and motor learning and will explore some practical applications of these concepts. Topics will include the history of motor learning and control, basic methodologies of study, human information processing, attention and performance, sensory information and motor control, theories of motor skill acquisition and control, principles of speed and accuracy, and the role of practice and feedback on motor skill acquisition, retention, dependency, and transfer. This course is designed for upper-level undergraduates and Master's students in Kinesiology and allied areas where human motor skill learning and control are of import.

**Class time:** 60% lecture, 30% Laboratory, 10% Outside presentations

**Work load:** 40 pages of reading per week, 25 pages of writing per semester, 2 exams

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% quizzes, 25% lab work

**Exam format:** Multiple choice, short answer, essay

**Kin 4385 Exercise Physiology**

**(Sec 001); 4 cr; A-F only; prereq [[3385 or equiv], Kin major] or instr consent; meets DELM req of classroom**

**Instructor:** Dengel, Donald Robert

**Description:** Information and learning experiences will be presented that cover specific areas within the discipline of Exercise Physiology. This course is designed for the advanced undergraduate student in Kinesiology, as well as advanced students in such complementary areas as public health, nutrition, physiology, biology, biochemistry, or any sport-related areas. It creates a great opportunity to combine the science of biological, biochemistry, physics, and physiology with the study of health, fitness, wellness, human performance, and sport. Emphasis is placed on basic human physiological systems and the responses of those systems to the challenge of physical activity: from moderate to extreme intensities. The biochemical bases of these responses will be presented. Historical, psychological, sociological, and philosophical implications of these topics will be integrated into many of the lecture/discussions. In addition to lecture information, students will be provided a "hands on", small group laboratory experience that is carefully orchestrated to track lecture material and presentations.

**Kin 4520 Current Topics in Kinesiology: Strength Training Program Design**

**(Sec 001); 3 cr; max crs 8; prereq Upper div in [Kin or Rec or SpSt or coaching] or instr consent ; meets DELM req of classroom**

**Instructor:** Warpeha, Joseph M

**Description:** This course is intended for the intermediate to advanced lifter/athlete or those students who intend to go into such fields as strength coaching, personal training, corporate fitness, exercise physiology, athletic training, or the allied health professions (physical therapy, etc.). Although there are no prerequisites for this course, it is expected that students will have already taken such courses as anatomy, exercise physiology, and biomechanics and that they have at least one year of resistance training experience. The purpose of this course is to teach students how to design scientifically sound resistance training programs, to modify and adapt programs to meet the needs of special populations (athletes, children, seniors, etc.), and understand how exercise prescription design works in the real world. Major topic areas include: bioenergetics of exercise, muscular and nervous system adaptations, and cardiovascular responses to training. Basic training systems and program prescriptions designed to enhance strength, power, and endurance will also be discussed with particular attention given to safety, injury prevention, nutritional supplementation, and anabolic adrennergic steroids. In addition to sport-specific training, the areas of powerlifting, Olympic weightlifting, and bodybuilding will be explored.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 30-40 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% special projects

**Exam format:** Objective

**Kin 5104 Physical Activities for Persons with Disabilities (Sec 001); 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Leitschuh, Carol A.

**Description:** Different approaches to providing physical education service and related movement interventions for persons with disabilities. Topics: movement skill progressions, unique considerations for specific disability categories, and sport for persons with disabilities.

**Kin 5122 Applied Exercise Physiology**

**(Sec 001); 3 cr; A-F only; prereq 4385 or equiv or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:**

**Kin 5136 Psychology of Coaching**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** LaVoi, Nicole Marie

**Description:** Psychological dimensions of coaching across age levels, including coaching philosophy, leadership, communication skills, motivation, and mental skills training for performance enhancement. Primary focus will be on the applied elements of the topics mentioned. Kin 3126 is strongly recommended as a pre-requisite.

**Class time:** 60% lecture, 15% Discussion, 10% Laboratory, 15% Class activities/class studies

**Work load:** 30 pages of reading per week, 10-12 pages of writing per semester, 2 exams, 2 papers, Two or three case studies

**Grade:** 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 5% in-class presentations, 10% class participation, 15% problem solving

**Exam format:** Multiple choice, short answers

**Kin 5196 Practicum: Developmental/Adapted Physical Education**

**(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; S-N only; prereq 5103 or concurrent enrollment 5103 or 5104 or concurrent enrollment 5104 or instr consent; KIN**

**undergraduate pre-teaching with sr status are limited to 2 practicum hrs; meets DELM req of classroom**

**Instructor:** Leitschuh, Carol A.

**Description:** This practicum course includes participation in the public school system of physical education instruction for students with disabilities; includes a seminar component for discussion of current issues in developmental adapted physical education and exchange of ideas and problems.

**Kin 5375 Competitive Sport for Children and Youth**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Wiese-Bjornstal PhD, Diane

**Description:** A number of cognitive, behavioral, and biological developmental factors having important implications for competitive sport participants from early childhood through high school age are examined. These factors include the historical, ethical, psychological, social, sports medicine and physiological dimensions of youth sport participation. Current issues affecting youth sport participants are also examined. Emphasis is placed on gaining knowledge about sport science data and research on young athletes and applying this knowledge to practical situations in youth sport. The target audience for this course includes current and prospective youth sport coaches and program administrators, physical education teachers, and parents of young athletes. This course is web enhanced.

**Class time:** 50% lecture, 25% Discussion, 25% Small Group Activities, Video Clips, Guest Speakers

**Work load:** 25 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, Oral Presentations, Class Participation Activities

**Grade:** 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 20% in-class presentations, 10% class participation

**Exam format:** Essay

**Kin 5697 Student Teaching: Coaching**

**(Sec 001); 1-10 cr; max crs 10, 5 repeats allowed; S-N only; prereq admission to coaching program, instr consent; meets DELM req of classroom**

**Instructor:** Ingraham, Stacy Jean

**Description:** Includes the coaching practicum and Wednesday evening seminar classes. The coaching practicum is designed to provide students with a supervised coaching experience in a sport setting of their choice. The seminar classes are designed to provide for an exchange of coaching experiences and ideas as well as for the completion of an Integrative Coaching Project.

**Kin 5941 Neural Basis of Movement**

**(Sec 001); 3 cr; A-F only; prereq [(3111, CBN 1027) or equiv], [Phsl 3051 or equiv]; meets DELM req of classroom**

**Instructor:** Konczak, Juergen

**Description:** This course provides an overview of various neural subsystems involved in controlling human/primate motor behavior. The effects of specific brain lesions on overt behavior will serve as a guide to assess the role of each subsystem. The course attempts to bridge basic and applied neuroscience by adapting a systems approach to motor control. It also discusses possibilities for rehabilitation of neurological movement disorders. This seminar is suitable for students in neuroscience, physical therapy, physiology, psychology and human movement science.

**Kin 5981 Research Methodology in Kinesiology, Recreation, and Sport**

**(Sec 001); Credit will not be granted if credit has been received for: REC 5981; 3 cr; A-F only; prereq 3151 or equiv; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Defines/reviews various types of research in exercise/sport science, physical education, and recreation studies. Qualitative research, field studies, and methods of introspection as alternative research strategies to traditional scientific paradigm.

**Kin 5992 Readings in Kinesiology**

**(Sec 004); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom**

**Instructor:** Dengel, Donald Robert

**Description:** Independent study under tutorial guidance.

**Kin 5992 Readings in Kinesiology**

**(Sec 007); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom**

**Instructor:** Kane, Mary Jo

**Description:** Independent study under tutorial guidance.

**Kin 5992 Readings in Kinesiology**

**(Sec 006); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom**

**Instructor:** Koscheyev, Victor S

**Description:** Independent study under tutorial guidance.

**Kin 5992 Readings in Kinesiology**

**(Sec 011); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom**

**Instructor:** Leon, Arthur S !!Henry L Taylor Prof in Hlth!!

**Description:** Independent study under tutorial guidance.

**Kin 5992 Readings in Kinesiology**

**(Sec 015); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom**

**Instructor:** Serfass, Robert C

**Description:** Independent study under tutorial guidance.

**Kin 5992 Readings in Kinesiology**

**(Sec 017); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom**

**Instructor:** Spletzer, Elizabeth A

**Description:** Graduate level readings related to an agreed upon topic between student and instructor. Final format for presentation and overall expectations will be mutually agreed upon in written form by the instructor and student. Designed for graduate level KIN students. The instructor's expertise is in areas related to the teaching of physical education. One credit equals 45 hours of work.

**Class time:** 100% Library research and final student project

**Grade:** 100% Final project

**Kin 5992 Readings in Kinesiology**

**(Sec 019); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom**

**Instructor:** Stoffregen, Thomas

**Description:** Independent study under tutorial guidance.

**Kin 5992 Readings in Kinesiology**

**(Sec 021); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom**

**Instructor:** Wade, Michael G

**Description:** Independent study under tutorial guidance.

**Kin 5992 Readings in Kinesiology**

**(Sec 025); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent; meets DELM req of classroom**

**Instructor:** Wiese-Bjornstal PhD, Diane

**Description:** Independent study under tutorial guidance.

**Kin 5995 Research Problems in Applied Kinesiology (Sec 004); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], instr consent ; meets DELM req of classroom**  
**Instructor:** Dengel, Donald Robert  
**Description:** Research problems and readings on a selected topic in Kinesiology.

**Kin 5995 Research Problems in Applied Kinesiology (Sec 007); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], instr consent ; meets DELM req of classroom**  
**Instructor:** Kane, Mary Jo  
**Description:** Research problems and readings on a selected topic in Kinesiology.

**Kin 5995 Research Problems in Applied Kinesiology (Sec 006); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], instr consent ; meets DELM req of classroom**  
**Instructor:** Koscheyev, Victor S  
**Description:** Research problems and readings on a selected topic in Kinesiology.

**Kin 5995 Research Problems in Applied Kinesiology (Sec 011); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], instr consent ; meets DELM req of classroom**  
**Instructor:** Leon, Arthur S !!Henry L Taylor Prof in Hlth!!  
**Description:** Research problems and readings on a selected topic in Kinesiology.

**Kin 5995 Research Problems in Applied Kinesiology (Sec 015); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], instr consent ; meets DELM req of classroom**  
**Instructor:** Serfass, Robert C  
**Description:** Research problems and readings on a selected topic in Kinesiology.

**Kin 5995 Research Problems in Applied Kinesiology (Sec 017); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], instr consent ; meets DELM req of classroom**  
**Instructor:** Spletzer, Elizabeth A  
**Description:** Graduate level focus on selected topics in physical education. Focus and design are mutually agreed upon and require instructor approval. With this particular instructor, the school based action research project for two semester credits is part of the Initial Teacher Licensure Program in K-12 Physical Education.  
**Class time:** 10% lecture, 10% Discussion, 80% individual conference  
**Work load:** 1 papers  
**Grade:** 100% written reports/papers, 0% following specified guidelines

**Kin 5995 Research Problems in Applied Kinesiology (Sec 019); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], instr consent ; meets DELM req of classroom**  
**Instructor:** Stoffregen, Thomas  
**Description:** Research problems and readings on a selected topic in Kinesiology.

**Kin 5995 Research Problems in Applied Kinesiology (Sec 021); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], instr consent ; meets DELM req of classroom**  
**Instructor:** Wade, Michael G  
**Description:** Research problems and readings on a selected topic in Kinesiology.

**Kin 5995 Research Problems in Applied Kinesiology (Sec 025); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq [Grad or MEd student in Kin], instr consent ; meets DELM req of classroom**  
**Instructor:** Wiese-Bjornstal PhD, Diane  
**Description:** Research problems and readings on a selected topic in Kinesiology.

## Korean

453 Folwell Hall: 612/625-6534

**Kor 1012 Beginning Korean (Sec 001, 050-051); Credit will not be granted if credit has been received for: KOR 4002, KOR 4002; 5 cr; prereq 1011; meets DELM req of classroom**  
**Instructor:** Cho, Hangtae  
**Description:** Kor 1012 is the second half of the beginning Korean. This course is designed to assist students to develop mid-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. Kor 1012 is designed for students who have already mastered the materials covered in Kor 1011. This course will focus on grammatical patterns, such as sentence structures, some simple grammatical points, and some survival level use of the Korean language. Additionally, speaking, reading, writing, and listening comprehension will all be emphasized, with special attention to oral speech. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, @ #319 Nolte Hall, MN English Center.  
**Class time:**  
**Grade:** 0% short quizzes and final exams, assignments, and class performance  
**Exam format:** both written and oral

**Kor 3032 Third Year Korean (Sec 050); 4 cr; prereq 3031; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:** Kor 3022 is the second half of the second-year Korean. The course provides students with further conversational & grammatical skills beyond those learned in Kor 1011, 1012 and Kor 3021. This course deals with all four areas of the intermediate speaking, listening, reading, and writing. Each class is divided into two parts: one hour of lecture and one and half hour of drill section. Lectures will include explanations of those conversational patterns in grammatical and pragmatic terms. Drill sections will provide the students with opportunities to practice in actual communicative situations with various tasks and group activities. Students are strongly encouraged to speak in Korean in drill sections. After the completion of this course, students are expected to acquire and use more vocabularies, expressions, and sentence structures and to have a good command of Korean in various conversational situations. Students are also expected to write short essays using the vocabularies, expressions, and sentence structures introduced. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, @ #319 Nolte Hall, MN English Center.

## Landscape Architecture

144 Rapson Hall: 612/625-6860

**LA 1202 Making the Mississippi (Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ**

**Ethics Theme; meets DELM req of classroom****Instructor:** Nunnally, Patrick

**Description:** "Making the Mississippi" examines how the Mississippi River has been shaped and re-shaped as a human landscape for the past two hundred years or so. The course focuses on community redevelopment projects as case studies of public engagement in urban design. Students will gain first-hand knowledge of a number of Mississippi-River related projects currently underway in the Twin Cities region and will develop models for increased public participation by particular communities. This course will use WebCT.

**Class time:** 65% lecture, 35% Discussion**Work load:** 20-30 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 2 field exercise reports**Grade:** 40% mid-semester exam(s), 20% final exam, 40% special projects, 0% homework**Exam format:** short answer**LA 3002 Informants of Creating Landscape Space****(Sec 001); 3 cr; A-F only; prereq 3001, Arch 3401, 3501; meets DELM req of classroom****Instructor:** Pitt, David George

**Description:** This course is a sequel to LA 3001. LA 3002 explores the bases upon which designers make decisions about the nature, location and experiential qualities of spaces they are creating. The course is based upon the premise that these desired spatial characteristics emerge from an examination of the interaction between the site and context where the spaces will be created and the characteristics of the behaviors that will occur in the spaces. The course will examine alternative ways of thinking about these dimensions of space-making, and it will make a transformation from three-dimensional modeling of spatial qualities to two-dimensional representation of these qualities using conventional graphic techniques that you learned in LA/Arch 1301.

**LA 1301 Introduction to Drawing in Architecture and Landscape Architecture****(Sec 001); Credit will not be granted if credit has been received for: LA 5301, LA 5301; 3 cr; A-F only; meets CLE req of Other Humanities Core; meets DELM req of classroom****Instructor:** Abbott, Dean Frederi

**Description:** Classroom and homework projects will focus on exploring landscape space and organization through the completion of assigned exercises and work in your sketch journal. Progress will be evaluated and guidance offered during classroom critiques. You will be expected to work in class, so be sure that you bring your materials to class unless notified otherwise. The class will consist of classroom drawing exercises, lectures, demonstrations, and reviews of students work. Weekly assignments will typically be given on Mon. to be completed Wed. depending on the nature of the assignment.

**Grade:** 60% special projects, 20% class participation, 20% Sketch journal**LA 3204 Landscape Ecology****(Sec 001); 3 cr; A-F only; prereq EEB 3001 or equiv; meets DELM req of classroom****Instructor:** STAFF

**Description:** This is an introductory course for freshman, sophomore, and junior landscape architecture and environmental studies students. The course uses a question-based framework to develop a better understanding about how ecological concepts and principles inform landscape planning, design, and management. Students will have the opportunity to chose among several pre-seleted landscapes and to apply aspects of this framework to the development of a final group paper and class presentation.

**Class time:** 80% lecture, 20% Discussion**Work load:** 1-2 hours of reading per lecture estimated**LA 3413 Introduction to Landscape Architectural History****(Sec 001); 3 cr; A-F only; prereq One course in history at 1xxx or higher; meets CLE req of International Perspective Theme; meets DELM req of classroom****Instructor:** STAFF

**Description:** Study of landscape architecture's roots by examining the creation of landscapes over time. Areas of emphasis include ecological and environmental issues; and the political, economic, and social contexts of landscape architectural works.

**LA 1301 Introduction to Drawing in Architecture and Landscape Architecture****(Sec 002); Credit will not be granted if credit has been received for: LA 5301, LA 5301; 3 cr; A-F only; meets CLE req of Other Humanities Core; meets DELM req of classroom****Instructor:** Agee, Bradley Steele

**Description:** Classroom and homework projects will focus on exploring landscape space and organization through the completion of assigned exercises and work in your sketch journal. Progress will be evaluated and guidance offered during classroom critique. You will be expected to work in class, so be sure that you bring your materials to class unless notified otherwise. The class will consist of classroom drawing exercises, lectures, demonstrations, and reviews of students work. Weekly assignments will typically be given on Monday to be completed Wednesday depending upon the nature of the assignment.

**Grade:** 60% special projects, 20% lab work, 20% Sketch journal**LA 3501 Environmental Design and Its Biological and Physical Context****(Sec 001); 3 cr; A-F only; meets CLE req of Environment Theme; meets DELM req of classroom****Instructor:** Pitt, David George

**Description:** This course examines the biological and physical dimensions of context on place-making as a means of providing foundational understandings of and skills in creating a fit between the social, cultural, biological and physical dimensions of place and those of its context. In this class, the environment is construed metaphorically as a "ham sandwich" containing various "layers" or spheres of influence (i.e. lithosphere, pedosphere, hydrosphere, biosphere, atmosphere and noosphere) that influence environmental design. Ecosystems can be examined in terms of interactions among the layers within this vertical structure while landscapes require us to examine patterns between ecosystems that interact with some regularity in time and/or space. Environmental design required an understanding of this vertical and horizontal structure, how components are tied together through ecological structure and function and how design decisions alter the structure and the function associated with this "ham sandwich"

**Grade:** 20% mid-semester exam(s), 25% final exam, 10% class participation, 45% Recitation exercises**LA 1401 The Designed Environment****(Sec 001); 3 cr; A-F only; meets DELM req of classroom****Instructor:** Agee, Bradley Steele

**Description:** The course is the designed environment - the intentionally designed places we frequent and inhabit. Efforts will be directed towards learning to &quot;see&quot; design in the everyday world in order to understand the ideas and principles on which the designed environment is built. The course will be looking at how the professions of architecture, landscape architecture and urban design (among others) combine to influence the shape and function of our homes, cities and region. Observe and critique the interaction between human needs/customs with biophysical systems in which we live. Students will be asked to look at designed spaces for themselves. Lectures and readings will support investigations.

**Grade:** 30% mid-semester exam(s), 30% final exam, 40% lab work**LA 5400 Topics in Landscape Architecture****(Sec 001-010); 1-3 cr; max crs 12, 12 repeats allowed; A-F only; prereq B.E.D. accelerated status or LA grad or instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Contemporary issues in Landscape Architecture

**LA 5402 Directed Studies in Landscape Architecture History and Theory**

**(Sec 001-009); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Advanced independent studies in areas of Landscape Architecture dealing with history and theory of student's choice.

**LA 5403 Directed Studies in Landscape Architecture Technology**

**(Sec 001-009); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Advanced independent studies in areas of Landscape Architecture with technology of the student's choice.

**LA 5404 Directed Studies in Landscape Architecture Design**

**(Sec 001-009); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Advanced independent studies in areas of Landscape Architecture design of the student's choice

**LA 5405 Interdisciplinary Studies in Landscape Architecture**

**(Sec 001-009); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Research, planning, and/or design projects. Topics may include energy efficient design, ecological dimension of design, historic preservation, downtown revitalization, agricultural land use, computerized land use planning, transportation and infrastructure housing.

**LA 5406 Urban Design Journal**

**(Sec 001-009); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Methods and Theories in urban design and human behavior. Students develop journal as tool for experiencing, analyzing, and recording the urban landscape, its fabric, spatial elements, and individual components, and for analyzing design solutions.

**LA 5407 Landscape Architecture Studio**

**(Sec 001-009); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Individual and small-group projects focusing on urban issues, design process in Danish conditions, solutions based on knowledge of danish problems in landscape and urban design and an understanding of how these problems are solved within Danish and European contexts.

**LA 5408 Landscape Architecture, Architecture, and Planning**

**(Sec 001-009); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Methods and theories in urban design and human behavior. Students develop urban design journal as tool for experiencing, analyzing, and recording the urban landscapes, its fabric, spatial elements, and individual components, and for analyzing design solutions.

**LA 5413 Introduction to Landscape Architectural History**  
**(Sec 001); 3 cr; A-F only; prereq One course in history at 1xxx or higher; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Introductory course examines the multiple roots of landscape architecture by examining the making of types of landscapes over time. Emphasis on ecological and environmental issues, and issues related to political, economic, and social contexts of landscape architectural works.

## Latin

245 Nicholson Hall: 612/625-5353

**Lat 1002 Beginning Latin II**

**(Sec 001-005); 5 cr; prereq Grade of at least [C- or S] in 1001 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Latin, the language of the ancient Romans, has served as a means of communication for well over two thousand years. It is not only the chief language of one of the world's major civilizations, but also an international language for centuries after Rome's fall, the ancestor of the Romance languages, and an important influence on English. The aim of Beginning Latin is to prepare you to read unadapted Latin texts by providing a solid grounding in grammar and vocabulary along with oral and written practice. With this foundation you will be able to read a wide range of ancient, medieval, and Renaissance authors. In addition, Latin 1002 will help strengthen your grasp of English grammar and vocabulary. The prerequisite for this course is completion of Latin 1001 with a grade of C- or higher (or S) or instructor consent.

**Class time:** 50% lecture, 50% Discussion

**Work load:** written homework, frequent quizzes, 3-4 exams

**Exam format:** translation, grammar

**Lat 3300 Intermediate Latin Poetry**

**(Sec 001-004); 4 cr; max crs 8; prereq Grade of at least [C- or S] in 3113 or instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Readings in Latin poetry for students who have had at least three semesters of Latin; introduction to Latin meter. Readings for spring 2006 will be selections from the poetry of Ovid and Catullus. (Course may be repeated for credit when topics vary.) Prerequisite: completion of Latin 3113 with a grade of C- or higher (or S) or instructor consent.

**Class time:** 25% lecture, 25% Discussion, 50%

Translation/comment by students

**Work load:** 15-25 lines per class (rising as students improve), weekly quizzes

**Exam format:** Translation/comment

**Lat 3320 Advanced Undergraduate Latin: Belles-Lettres**

**(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq 3114 or equiv or instr consent; meets DELM req of classroom**

**Instructor:** Adler, Eric D

**Description:** In this course, students will read portions of two so-called Roman novels in Latin: Petronius' Satyricon and Apuleius' Metamorphoses. Through regular in-class translation, students will have the opportunity to become more adept at reading both of these works. In addition to offering students training in translating the works of two authors of "novels" from Roman antiquity, this course will present some context about both authors and their work. Throughout the semester, issues related to the content of the passages read will be discussed along with various grammatical matters.

**Grade:** 15% mid-semester exam(s), 15% final exam, 10% in-class presentations, 30% class participation

**Lat 3960H Honors Course: Advanced Undergraduate Latin Reading**

**(Sec 002); 3 cr; max crs 12, 4 repeats allowed; prereq Regis in honors program or high ability as indicated by transcript; meets DELM req of classroom; meets HON req of Honors Instructor:** Nappa, Christopher

**Description:** : Catullus is one of the most widely read, yet perhaps least well understood, poets of ancient Rome. His poems are passionate, witty, provocative, alternately good-natured and mean spirited. In his time they were also completely novel. Catullus' subject matter is extremely diverse: a love affair with a married woman, attacks on Julius Caesar and Pompey, literary criticism, a "little epic" with mythological themes. His influence has been vast and various: Catullus was claimed as a model by writers as different from one another as Vergil and Ovid (epic), Martial and Pliny the Younger (epigram), and the love elegists, to say nothing of post-classical authors. We will read all of Catullus' surviving poems, with close attention to questions of language, poetic form, and genre. We will also consider what Catullus has to say about Roman society in the 50s BCE, particularly in terms of gender, sexuality, and the effects of elite political culture on the life of the individual. In addition to Catullus' Latin, there will be reading and discussion of modern approaches to Catullan poetry and related matters.

**Class time:** 30% lecture, 70% Discussion

**Exam format:** Translation, short answer, essay

#### Lat 5350 Latin Literature: Lyric and Elegiac Poetry

**(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq Grad student or instr consent ; meets DELM req of classroom**

**Instructor:** Nappa, Christopher

**Description:** Catullus is one of the most widely read, yet perhaps least well understood, poets of ancient Rome. His poems are passionate, witty, provocative, alternately good-natured and mean spirited. In his time they were also completely novel. Catullus' subject matter is extremely diverse: a love affair with a married woman, attacks on Julius Caesar and Pompey, literary criticism, a "little epic" with mythological themes. His influence has been vast and various: Catullus was claimed as a model by writers as different from one another as Vergil and Ovid (epic), Martial and Pliny the Younger (epigram), and the love elegists, to say nothing of post-classical authors. We will read all of Catullus' surviving poems, with close attention to questions of language, poetic form, and genre. We will also consider what Catullus has to say about Roman society in the 50s BCE, particularly in terms of gender, sexuality, and the effects of elite political culture on the life of the individual. In addition to Catullus' Latin, there will be reading and discussion of modern approaches to Catullan poetry and related matters.

**Class time:** 30% lecture, 70% Discussion

**Exam format:** Translation, short answer, essay

## Latin American Studies

214 Social Sciences Tower: 612/624-9007

#### LAS 3401W Early Latin America to 1825

**(Sec 001); Credit will not be granted if credit has been received for: HIST 3401, LAS 3401, HIST 3401W, LAS 3401W, HIST 3401W, LAS 3401W, HIST 3401W; 4 cr; A-F only; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Carmody-McIntosh, Karen

**Description:** After the Spanish arrived in Mexico and Peru, indigenous groups ingeniously preserved statues and other representations of their gods. They secretly incorporated their sacred icons into the structures of newly-constructed Spanish churches. Over time, they began to practice a blend of Christianity and traditional religion. The colonial history of Latin America is full of such mixture as a variety of native peoples responded to unfamiliar beliefs, political systems, and economic practices. Students will learn about the strategies of resistance, accommodation, and alliance that indigenous and enslaved peoples employed in their encounters with Europeans. Lectures

outline the religious, cultural, economic, and administrative features of a vibrant colonial society that developed across much of the Americas and changed over a span of three centuries. Class discussions generate questions and ideas that students will continue to develop in a variety of formal and informal writing assignments. Students will analyze and interpret images as well as selections from primary documents produced by a range of historical actors: men and women, elites and commoners, Spaniards and indigenous peoples. The class concludes with a study of the ideals and upheavals of the nineteenth-century independence movements.

#### LAS 3402W Modern Latin America 1825 to Present

**(Sec 001); Credit will not be granted if credit has been received for: HIST 3402, LAS 3402, HIST 3402, LAS 3402, HIST 3402W, LAS 3402W, HIST 3402W, LAS 3402W, HIST 3402W; 4 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Pilcher, Jeffrey Michael

**Description:** In 1910, a disputed presidential election inspired Mexican revolutionaries to overthrow a dictatorship and fight for more than a decade to claim the rights of citizenship. Nearly a century later, Mexicans still question the legitimacy of their political institutions and demand genuine democracy. Although we cannot predict when another revolution will break out in the region, this class will help you understand some of the common historical events that have shaped all of the Americas: wars for independence and the formation of new nations, the movement to abolish slavery, struggles to extend citizenship to women, workers, and minorities, the rise of industry and migration, as well as the contemporary challenges and opportunities of globalization. The class will focus particular attention on connections between Latin America and the wider world.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 10 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers

**Grade:** 10% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% lab work, 10% informal writing assignments

**Exam format:** essay

## Learning and Academic Skills

104 Eddy Hall: 612/624-7546

#### LASK 1001 Mastering Skills for College Success

**(Sec 001-008); 2 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** If you're interested in learning strategies that will help you be a more efficient and effective student throughout the entire semester, consider enrolling in LASK 1001--Mastering Skills for College Success. Focus on topics such as: Developing Useful Study Habits - How much do you learn during a study session? If you think your habits may be more of a handicap than a help, explore options that fit your learning style and give your GPA a boost!; Improving Reading Comprehension - Interested in getting more out of your textbook? Learn to improve your ability to answer questions from your reading assignments and how to use your text to prepare for exams; Managing Your Time - Want to find enough hours in the day for a good education and for friends, recreation, and a part-time job? Find out how to use your most valuable resource to your advantage; Improving Memory Skills - Having difficulty producing the right information at the right time? Learn tips for focusing your attention and steps you can take to aid your memory; Planning Exam Strategies - Want tips on how to handle those

**Class time:** 40% lecture, 30% Discussion, 30% Applied activities

**Work load:** 30 pages of reading per week, 30 pages of writing per semester, 4 exams, 3 papers

**Grade:** 30% written reports/papers, 14% quizzes, 5% in-class presentations, 51% problem solving

**Exam format:** Multiple choice, True/False, Essay

### LASk 1101 Academic Success

**(Sec 001); 1 cr; S-N only; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** How are you going to react to the news that you're on academic probation? Some students quickly dismiss their probationary status with the remark that, "This really isn't a problem. I'll go back next semester, and things will be different." Some students are shocked by the news: "How could this happen to me? I'm an intelligent person!" Others respond by blaming the system: "How can anyone do well at the University of Minnesota? It's just too big and impersonal!" Still others feel embarrassed, wondering what people will think of them. A few even believe that nothing they do will make any difference and that their suspension is inevitable. Although these may be your first reactions, you can overcome them and move ahead. Recognize the news about you probation as a red flag--something is not going well. Consider joining other students interested in academic improvement and enroll in LASk 1101-Academic Success. Explore what makes learning in college difficult and discover why many students don't meet their own or the University's standards for achievement. Learn what to do when 1) Personal factors interfere with performance. 2) You're unhappy with the institution you're attending. 3) There are problems in your courses. 4) Your approach to study does not bring good results. 5) You're not really sure you want to be in college. Use what you find out to build a personal plan for success that gets you off probation and on with your education.

**Class time:** 100% LASk is an individualized study course. You meet weekly with an academic success consultant to develop and carry out a personal plan for improving your grades.

**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 15 personal reflection assignments

**Grade:** 12% special projects, 40% class participation, 48% Applied activities

**Instructor:** Schuelke, L David

**Description:** Innovations have been the "fuel" for development and change throughout history. Focus on the history of scientific and technical development and the language used to describe and promote the adoption of new products and services. Draw upon your own past study and personal life experiences to identify specific examples of innovation and the persuasive messages associated with each innovation.

### LS 5100 Liberal Studies Seminar: International Trade in Art (Sec 015); 2 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent ; meets DELM req of classroom

**Instructor:** Smith, Pamela Jane

**Description:** International trade in art has increased dramatically during the recent decade and the patterns of art exports and imports across countries have changed. Examine the causes and consequences of these changes in the character of art trade. International organizations (such as UNESCO) are currently promoting policies that recognize the role of trade in art in economic development. Fair trade arrangements have emerged to support artisan groups in developing countries. New technologies are transforming the way art is created, produced, distributed, consumed, and traded; explore national and international copyright laws and treaties and their impact on trade in art. Recently, a growing international black market for art has emerged; in part, as a consequence of looting of public museums and private collections during war time, and the illicit sale of antiquities by government and military officials. Examine special cases such as the recent pillage of the Baghdad Museum. Finally, cultural art goods are not yet well defined in international trade agreements including the agreements of the World Trade Organization (WTO); explore and debate the unresolved policy issues.

## Liberal Studies

170 Wesbrook Hall: 612/626-8724

### LS 5100 Liberal Studies Seminar: Revisiting the Canon (Sec 014); 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent ; meets DELM req of classroom

**Instructor:** Gonzalez PhD, Anita Marie

**Description:** In "The Ethic Cannon," critic David Palumbo-Liu suggests that we develop a "critical multiculturalism" that "explores the fissures, tensions, and sometimes contradictory demands of multiple cultures, rather than (only) celebrating the plurality of cultures by passing through them appreciatively." Through an exploration of theoretical texts from the fields of critical theory, cultural studies, comparative ethnic studies, queer studies and post-colonial theory, investigate the frameworks informing multiculturalism as a critical theoretical constellation. Consider the relationships among key concepts such as center/margin, authorship/authority, power/discourse/ideology, identity/representation, the politics of difference, the Other, cultural capital, the erotic, and nation/neo-colonialism, among others. Readings will include works by Jacques Derrida, Michael Foucault, Pierre Bourdieu, Adrienne Rich, Toni Morrison, Herman Gray, Trinh Minh-Ha, and others. The intersection of these theories will be concerned within the U.S. nation, the Americas, and globally. The goal is to become familiar with the intellectual history that underwrites multiculturalism, and in so doing, challenge the assumption that multiculturalism is atheoretical.

### LS 5100 Liberal Studies Seminar: The Rhetoric of Innovation and Change

**(Sec 011); 3 cr; max crs 24, 24 repeats allowed; A-F only; prereq dept consent ; meets DELM req of classroom**

## Linguistics

215 Nolte Center: 612/624-3331

### Ling 3001 Introduction to Linguistics

**(Sec 001, 050); Credit will not be granted if credit has been received for: LING 3011, LING 3001H, LING 3001H, LING 5001, LING 5001; 4 cr; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Linguistics is the scientific study of language. This course is a general introduction to the various sub-fields of Linguistics. Our emphasis will be on the rules of structural representations found in each of the grammatical components of language: Syntax (phrase and sentence structure), Morphology (word structure), Phonology (sound structure), and Semantics (meaning). Students will learn the essential techniques for describing and analyzing linguistic data through working on examples taken from various languages of the world. The course will be conducted through lectures and discussions. Course requirements include regular assignments, a midterm and a final. Target audience is undergraduate students in linguistics and related disciplines.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 20 pages of reading per week, 2 exams

**Grade:** 30% mid-semester exam(s), 35% final exam, 35% problem solving

**Exam format:** Short answer

### Ling 3051H Honors: Thesis

**(Sec 001); 3 cr; prereq Linguistics honors candidate, instr consent ; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Independent research and writing of honors BA thesis, under the guidance of a faculty member selected according to student's topic. Details of work are determined in consultation with faculty advisor. Target audience: Linguistics

majors in CLA Honors Program

**Class time:** 100% independent research, writing

**Grade:** 100% Research progress as determined by faculty advisor

#### Ling 3052H Honors: Thesis

**(Sec 001); 3 cr; prereq 3051; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** A continuation of Ling 3051H, with emphasis on writing final version of thesis. Audience: CLA Honors Linguistics majors.

**Class time:** 100% independent research, writing

**Grade:** 100% written reports/papers

#### Ling 3601 Historical Linguistics

**(Sec 001); Credit will not be granted if credit has been received for: LING 5601, LING 5601; 3 cr; prereq 3001 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Languages change. How they do, why they do, and what we can learn from studying these changes are the central topics of this course. There will be weekly reading and assignments from the text, R.L. Trask's Historical Linguistics. By the end of the course you will not only know major tendencies of phonological, semantic, lexical, morphological, and syntactic change and some explanations for them, you will also understand some of the specifics of the history of English back to Proto-Indo-European.

**Class time:** 50% lecture, 30% Discussion, 20% small group work and student presentations

**Work load:** 30 pages of reading per week, 2 exams, in-class quizzes and homework assignments

**Grade:** 20% mid-semester exam(s), 40% final exam, 15% quizzes, 5% in-class presentations, 5% class participation, 15% problem solving

#### Ling 4901W Major Project Seminar

**(Sec 001); 3 cr; S-N only; prereq Ling major, [jr or sr]; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Independent research and writing of senior paper. This may be an expansion and revision of a previously written course paper, or may be an entirely new project. Details are worked out in consultation with a faculty supervisor whose interests and expertise best match the student's project. Supervisor should be determined before the start of the semester if possible, or within the first week to allow maximum time for consultation and work on the paper. Target audience: Senior linguistics majors.

**Class time:** 100% Independent research and writing.

**Work load:** Varies with project

**Grade:** 100% written reports/papers

**Exam format:** None

#### Ling 5106 Field Methods in Linguistics II

**(Sec 001); 4 cr; prereq 5105; meets DELM req of classroom**

**Instructor:** Stenson, Nancy J

**Description:** Continues study of linguistic structures through work with a native speaker of the chosen language. Follow-up work on previous semesters' papers, work with recorded texts and comparison of findings with those available in grammatical descriptions. Students must have completed Linguistics 5105 in the same academic year to enroll.

**Class time:** 25% Discussion, 75% field work, data gathering

**Work load:** 5-15 pages of reading per week, 20-30 pages of writing per semester, 1 papers, 10 to 15 field reports

**Grade:** 75% written reports/papers, 25% class participation

**Exam format:** no exams

#### Ling 5205 Semantics

**(Sec 001); 3 cr; prereq 5201 or instr consent; meets DELM req of classroom**

**Instructor:** Kac, Michael B

**Description:** This course is an introduction to formal techniques of semantic analysis. Although this is not a course in logic, many of the key concepts in formal semantics originate in logic and grow out of an attempt to clarify them and give them a rigorous formulation as they apply to "formalized languages", that is, languages specially designed for purposes of logical analysis. There is now an ongoing cross-disciplinary project involving investigators from linguistics, philosophy, computer science and other fields seeking to apply similar methods to the analysis of natural language; the course presents some of the seminal results of this project.

**Class time:** 100% lecture

**Work load:** 15 pages of reading per week

**Grade:** 33% final exam, 67% problem solving

**Exam format:** Essay

#### Ling 5462 Field Research in Spoken Language

**(Sec 001); Credit will not be granted if credit has been received for: SPCH 5462, LING 5462, COMM 5462, LING 5462, COMM 5462, COMM 5462; 3 cr; prereq 5461 or Spch 5461 or instr consent; meets DELM req of classroom**

**Instructor:** Sztatowski, Polly Ellen

**Description:** In this course we will investigate language in its "natural habitat," everyday talk, and investigate how participants use talk, gaze, gesture, body orientation and back channel utterances ( h huh,? eah,?etc.) to make sense of one another conduct in real-life social interaction. We will investigate how co-participants use these resources to give attention, indicate listenership, and coordinate turn changes. We will also examine how speakers use prosody (changes in pitch and voice quality), laughter, gesture, body posture and timing to involve their listeners, complement/supplement their verbal messages, achieve co-tellership, negotiate opinions, and embody performances of emotion/ assessment. The course will include hands-on practice in transcription of verbal and nonverbal behavior (hand, head, eye, facial expression and body movement) using computer software to analyze intonation and pause, and frame-by-frame video analysis. We will also practice identifying and characterizing gestures (iconic, metaphoric, deictic, and beat) and analyze their role in introducing referents, information presentation, topic structuring, repair, word searches, etc. Our data will come from conversations in a variety of languages, including English, Japanese, Ilokano, and German.

**Class time:** 40% lecture, 30% Discussion, 30%

**Work load:** 40-50 pages of reading per week, 1 papers, Pages Writing per Term: paper (undergrad 10-15, grad 20-30) + homework

**Grade:** 30% class participation, 40% Major paper, abstract, presentation; 30% Written homework and data collection

#### Ling 5931 Morphology and Syntax of Contemporary English

**(Sec 001); 3 cr; prereq 3001 or 3001H or 5001 or instr consent; meets DELM req of classroom**

**Instructor:** Downing, Bruce T

**Description:** This course will offer a step-by-step introduction to the structure of English words and sentences and how one argues for particular analyses. We will make use of grammatical theory, but the focus will be on analyzing and understanding the structural properties of contemporary English. Class sessions will involve both presentations (lectures) with class discussion and group work on data analysis. Electronic text-analysis tools will be used to examine large corpora (texts) of various sorts. Course requirements will include regular in-class and homework exercises, a mid-term and a final exam, and a research paper (10 to 15 pages in length) due on the last day of class. For the paper, each student will conduct research on a selected aspect of contemporary English grammar. These projects will generally involve data collection and analysis and will be reported on orally as well as in the written paper.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 20 pages of reading per week, 20-25 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 25% written reports/papers, 5% in-class presentations, 10% class

participation, 20% problem solving

supervisor. May be used for Upper Division Honors Program experience if arranged with advisor and Honors advisor.

## Marketing

3-140 CarlSMgmt: 612/624-5055

### Mktg 3001 Principles of Marketing

(Sec 006); 3 cr; A-F only; prereq Econ 1101, at least 60 cr; meets DELM req of classroom

Instructor: Upton, Kevin John

**Description:** INTERNATIONAL VERSION: This new offering is an exciting way for undergraduate students to fulfill Carlson School's Marketing core (MKTG 3001) with study in both the U.S. and France, taught entirely in English. It is especially useful for students seeking an introductory study experience in the European Union. The course is offered in collaboration with the Bordeaux Business School in Bordeaux, France, and will be taught in three locations -- at the Carlson School, in Paris, and in Bordeaux. How to Apply: Complete an application by December 1. Applications available at:

[www.carlsonschool.umn.edu/undergraduatestudyabroad](http://www.carlsonschool.umn.edu/undergraduatestudyabroad)

**Course URL:**

<http://www.carlsonschool.umn.edu/undergraduatestudyabroad>

## Materials Science

151 Amundson Hall: 612/625-1313

### MatS 3041 Industrial Assignment I

(Sec 001); Credit will not be granted if credit has been received for: CHEN 3041; 2 cr; A-F only; prereq MatS upper div, completion of required courses in MatS program through fall sem of 3rd yr, GPA of at least 2.80, regis in co-op program; meets DELM req of classroom

Instructor: STAFF

**Description:** MatS 3041. Industrial Assignment I. (2 cr, MatS upper div, regis in MatS co-op program, completion of required courses in MatS program through Fall semester/3rd yr) First industrial work assignment in engineering co-op program. Evaluation based on formal written report describing the semester's work assignment.

**Class time:** 100% On-the-job training

**Grade:** 100% written reports/papers

### MatS 4041 Industrial Assignment II

(Sec 001); Credit will not be granted if credit has been received for: CHEN 4041; 2 cr; A-F only; prereq 3041, completion of required courses in MatS program through fall sem of 4th yr, GPA of at least 2.80, registration in co-op program; meets DELM req of classroom

Instructor: STAFF

**Description:** MatS 4041. Industrial Assignment II (2 cr., regis in MatS co-op program, completion of required courses in MatS program through Fall semester/yr 4) Second industrial work assignment in MatS co-op program. Application of Materials Science principles to the solution of engineering design problems in an industrial work environment. Evaluation based on formal written report emphasizing design issues derived from work assignment.

**Class time:** 100% On-the-job training

**Grade:** 100% written reports/papers

### MatS 4591 Independent Study in Materials Science

(Sec 001); 1-3 cr; max crs 12, 12 repeats allowed; prereq Upper div mat sci; meets DELM req of classroom

Instructor: STAFF

**Description:** Library, theoretical, laboratory, or design studies of scientific or engineering topics in materials science for an individual student. Course content and credits by arrangement with faculty supervisor. Design credits available if arranged with

### MatS 4593 Directed Study in Materials Science

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq upper div MatS; meets DELM req of classroom; meets HON req of Honors

Instructor: STAFF

**Description:** Directed study under faculty supervision. Student should meet with faculty supervisor before registering to arrange study project, grading option, credits, and final report requirements.

### MatS 4594 Directed Research in Materials Science

(Sec 001); 1-3 cr; max crs 12, 12 repeats allowed; prereq Upper div mat sci; meets DELM req of classroom

Instructor: STAFF

**Description:** Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to arrange research project, credits, grading option, and final report requirements.

## Mathematics

127 Vincent Hall: 612/625-2004

### Math 1001 Excursions in Mathematics

(Sec 010); 3 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

**Description:** Overview: Introduction to several mathematical ideas having relevance to the contemporary world. Possible topics include: voting systems, methods of sharing and apportionment, graphs and networks, scheduling problems, growth and symmetry, fractal geometry, statistical surveys and studies, descriptive statistic exam. Audience: Students who want to satisfy the CLE Mathematical Thinking requirement and who do not want to take any more math. The prerequisite is the same as for Math 1031 or Math 1051, but the material in Math 1001 has more variety and more immediate interest. This is not an easy course. Students need to be comfortable with Intermediate Algebra. Textbook: Tannenbaum & Arnold, "Excursions in Modern Mathematics," 4th edition.

**Class time:** 75% lecture, 25% Discussion

### Math 1031 College Algebra and Probability

(Sec 005, 010, 020, 030, 040, 044, 050); 3 cr; prereq 3 yrs high school math or grade of at least C- in GC 0731; Credit will not be granted if credit has been received for: 1051, 1151, 1155; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

**Description:** Overview: Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas, composition, inverses of functions; transformations of graphs; linear, quadratic models; polynomials; exponentials; logarithms; counting; probability. Audience: Business majors wanting to take Math 1142 and elementary education majors wanting to take Math 3113. Also works as prerequisite for Math 1151. Satisfies the CLE Mathematical Thinking requirement.

### Math 1038 College Algebra and Probability Submodule

(Sec 006, 008, 021, 023, 031, 033, 041, 043); 1 cr; A-F only; prereq 1051 or 1151 or 1155; meets DELM req of classroom

Instructor: STAFF

**Description:** Intended for students who have already had the equivalent of Math 1051 and need the Probability and Counting component of Math 1031. Students take the first part of Math 1031, and their grade is based on their performance up to the first midterm exam. Contact the department to get a permission

number into this class. Students will register to Math 1038 but attend a section of Math 1031. Students should choose a section of Math 1031 they wish to attend before contacting the department.

#### Math 1051 Precalculus I

**(Sec 003, 010); 3 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; Credit will not be granted if credit has been received for: 1031, 1151; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Review of high school algebra. Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas; composition, inverses of functions; transformations of graphs; linear and quadratic models; equations and inequalities involving polynomials and rational functions; exponentials and logarithms, with applications. Audience: Anyone wanting to complete precalculus at a moderate pace; the Math 1051/Math 1151 combination satisfies prerequisite for Math 1271 or Math 1371. Math 1051 and Math 1038 essentially equals Math 1031 and satisfies the CLE Mathematical Thinking requirement.

#### Math 1131 Finite Mathematics

**(Sec 010); 3 cr; prereq 3 1/2 yrs high school math or grade of at least C- in [1031 or 1051]; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course contains topics that are useful to students in the Natural and Social Sciences and in Business including probability models, conditional probability, Markov chains, central limit theorem, matrices, linear programming, game theory, and mathematics of mortgage and interest payments. The prerequisite is Math 1031 or Math 1051, but Math 1031 is preferred.

#### Math 1142 Short Calculus

**(Sec 004, 010, 020, 030); 4 cr; prereq 3 1/2 yrs high school math or grade of at least C- in [1031 or 1051]; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Overview: A one-semester tour of differential and integral calculus in one variable, and differential calculus in two variables. Does not involve any trigonometry. Emphasis on formulas and their interpretation and use in applications. Audience: Business, architecture, and agricultural science majors, and students who want some exposure to calculus. Does not serve as a prerequisite to any higher math course, but does satisfy the CLE Mathematical Thinking requirement.

#### Math 1151 Precalculus II

**(Sec 003, 010, 020); 3 cr; prereq 3 1/2 yrs high school math or placement exam or grade of at least C- in [1031 or 1051]; Credit will not be granted if credit has been received for: 1155; credit will not be granted if credit received for: MATH 1155; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Overview: Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities, applications; real and complex zeroes of polynomials; polar coordinates; DeMoivre's Theorem; conic sections; solutions of linear systems by substitution and elimination; systems of nonlinear equations and systems of inequalities; arithmetic sequences and geometric series. Audience: Students from Math 1051 or Math 1031 and those that need a little refresher course before going on to calculus, often because of the trig. Satisfies the prerequisite for Math 1271 or Math 1371 and also satisfies the CLE Mathematical Thinking requirement.

#### Math 1155 Intensive Precalculus

**(Sec 010); 5 cr; prereq 3 yrs high school math or placement**

**exam or grade of at least C- in GC 0731; Credit will not be granted if credit has been received for: 1031, 1051, 1151; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas; composition, inverses of functions; transformations of graphs; linear and quadratic models; equations and inequalities involving polynomials and rational functions; exponentials and logarithms with applications. Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities; real and complex zeroes of polynomials; polar coordinates; DeMoivre's Theorem; solutions of systems of equations by substitution and elimination; systems of inequalities; arithmetic sequences and geometric series. Fast paced one semester precalculus course. Math 1155=Math 1051 + 1151. Satisfies the prerequisite for Math 1271 and Math 1371 and also satisfies the CLE Mathematical Thinking requirement.

#### Math 1271 Calculus I

**(Sec 005, 010, 020, 030, 040, 050); 4 cr; prereq 4 yrs high school math including trig or placement test or grade of at least C- in 1151 or 1155; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Overview: Tangent lines; limits and continuity; differentiation: definition, basic rules, chain rule, rules for trig, exp and log functions; implicit differentiation; rates of change, max-min, related rates problems; 2nd derivative test; curve sketching; linear approximation and differentials; L'Hospital's rule; integration: definition, antidifferentiation, area; simple substitution; volumes of solids by cross sections and shells; work; average value of a function. Audience: The beginning of the standard course for students outside of IT. Also taken by IT students who need to start calculus in the middle of year. Students desiring only one semester of calculus should take Math 1142.

#### Math 1272 Calculus II

**(Sec 005, 010, 030, 040); Credit will not be granted if credit has been received for: MATH 1372, MATH 1372, MATH 1572, MATH 1572H, MATH 1572H, MATH 1252, MATH 1252, MATH 1282, MATH 1282, MATH 1282, MATH 1282; 4 cr; prereq [1271 or equiv] with grade of at least C-; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Overview: Techniques of integration, including integration by parts, simple trig substitutions, partial fractions. Basic numerical integration; improper integrals; arc length; area of surface of revolution. Separable differential equations, Euler's method, exponential growth and decay. Parametric curves and polar coordinates. Review of conic sections. Sequences and series, comparison and ratio tests, Taylor series and polynomials. Vectors in three dimensions, dot product, cross product, lines, planes, cylinders, quadric surfaces; cylindrical and spherical coordinates. Audience: Part of the standard calculus course for students outside of IT.

#### Math 1572H Honors Calculus II

**(Sec 010); 4 cr; max crs 5, 1 repeat allowed; prereq Grade of at least C- in 1571, IT Honors Office approval; parts of this sequence may be taken for cr by students who have taken non-honors calc classes; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Miller, Willard

**Description:** This is the second semester of an honors course meant for students of science and engineering. The emphasis will be on problem solving, that is, in using calculus to solve or find approximate solutions to problems that arise in the other sciences and engineering as well as mathematics itself. This is not a theoretical course but I expect you to have an "inquiring mind" and not to accept my assertions on faith alone. Thus I will always try to make it evident why something is true. The goal of

this course is to provide you with sufficient understanding and facility so that calculus becomes a basic (practical) tool that you employ in your investigation into any of the pure and applied sciences. Course Content: Methods of integration, Applications of integration, Indeterminate forms and improper integrals, Infinite series, Power series, Vector calculus, Partial derivatives, Gradients, Directional derivatives, Lagrange multipliers, Applications to celestial mechanics, Selected topics in multivariable calculus Most of this material will be taken from Chapters 10 - 19 of the text, with other topics as time allows. I will also include some material in the lectures that is not in the book, particularly applications to celestial mechanics (satellite and planetary orbits, etc.) and to qualitative analysis of physical and biological dynamical systems governed by differential equations (stable and unstable equilibria).

**Class time:** 60% lecture, 40% Discussion

**Work load:** 10 pages of reading per week, 4 exams, 1 papers

**Grade:** 42% mid-semester exam(s), 35% final exam, 5% special projects, 9% quizzes, 9% problem solving

**Exam format:** problem solving essay

**Course URL:**

<http://www.ima.umn.edu/%7Emiller/1572HindexSpring07.html>

#### Math 2243 Linear Algebra and Differential Equations

(Sec 003, 010, 020); Credit will not be granted if credit has been received for: MATH 2373, MATH 2373, MATH 2373, MATH 2573, MATH 2573H, MATH 2573H; 4 cr; prereq 1272 or 1282 or 1372 or 1572; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Overview: The course is divided into two somewhat related parts. Linear algebra: matrices and matrix operations, Gaussian elimination, matrix inverses, determinants, vector spaces and subspaces, dependence, Wronskian, dimension, eigenvalues, eigenvectors, diagonalization. ODE: Separable and first-order linear equations with applications, 2nd order linear equations with constant coefficients, method of undetermined coefficients, simple harmonic motion, 2x2 and 3x3 systems of linear ODE's with constant coefficients, solution by eigenvalue/eigenvectors, nonhomogenous linear systems; phase plane analysis of 2x2 nonlinear systems near equilibria. Audience: Part of the standard 2nd year calculus course for students outside of IT.

#### Math 2263 Multivariable Calculus

(Sec 003, 010, 020, 024); Credit will not be granted if credit has been received for: MATH 2374, MATH 2374, MATH 3251, MATH 3251; 4 cr; prereq 1272 or 1372 or 1572; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Overview: Multivariable calculus: Curves in space, arc length and curvature, velocity and acceleration. Limits and continuity, partial differentiation, local extrema, exact differentials, chain rule, directional derivative and gradient, Lagrange multipliers, 2nd derivative test. Double integration, volume and other applications, polar coordinates, triple integration, cylindrical and spherical coordinates. Vector analysis: Vector fields, line integrals, path independence, Green's Theorem, surface integrals, Theorems of Gauss and Stokes. Audience: Part of the standard 2nd year calculus course for students outside of IT.

#### Math 2283 Sequences, Series, and Foundations

(Sec 010); Credit will not be granted if credit has been received for: MATH 3283, MATH 3283W, MATH 3283W; 3 cr; prereq concurrent enrollment [2243 or 2263 or 2373 or 2374]; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Math 2283 is intended as a gentle introduction to the type of mathematical reasoning that is used in more advanced mathematics courses. It is recommended that students have the equivalent of at least three semesters of calculus before taking this course. Topics covered include: Truth tables; Universal and existential quantification, Mathematical induction, Completeness of the real numbers, Sequences,

Series, Taylor series, Power series solutions of differential equations.

#### Math 3113 Topics in Elementary Mathematics I

(Sec 001, 002); 4 cr; prereq [Grade of at least C- in 1031] or placement exam; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Math 3113 and Math 3118 are required of all prospective elementary school teachers in the undergraduate program (Math 3116 replaces Math 3118 for postbaccalaureate students). This sequence is unusual compared to what is being offered at other institutions. It is based on a text written by Professor Dennis White, who is a member of the School of Mathematics. It contains a great deal of challenging mathematics that the students have not seen before. The key to success is the method of presentation. These courses are taught in small classes of size 30. The students work most of the time in groups of 3 or 4. Their learning activities are guided by a faculty member and a teaching assistant who are both present during all of the class meetings. This labor-intensive approach to instruction makes it possible for us to considerably broaden the students' mathematical perspective, thereby increasing the likelihood that they will pass on a positive message about mathematics to the school children that they will teach.

#### Math 3116 Topics in Elementary Math II: Short Course

(Sec 001); 2 cr; A-F only; prereq Grade of at least C- in 3113; meets DELM req of classroom

**Instructor:** STAFF

**Description:** For description of this course see Math 3113.

#### Math 3118 Topics in Elementary Mathematics II

(Sec 001); 4 cr; prereq Grade of at least C- in 3113; meets DELM req of classroom

**Instructor:** STAFF

**Description:** For description of this course, see Math 3113.

#### Math 3283W Sequences, Series, and Foundations: Writing Intensive

(Sec 010, 012-013); Credit will not be granted if credit has been received for: MATH 2283, MATH 2283; 4 cr; prereq concurrent enrollment in [2243 or 2263 or 2373 or 2374]; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** The writing intensive version of Math 2283. Students are expected to write 10 pages of mathematical material that will be critiqued by the instructor and then revised by the student. See Math 2283 for content description.

#### Math 4606 Advanced Calculus

(Sec 001); 4 cr; prereq [2263 or 2374 or 2573], [2283 or 2574 or 3283 or instr consent]; Credit will not be granted if credit has been received for:5615; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course for which single and multivariable differentiable calculus are prerequisites, treats these topics in more depth than they are treated in the prerequisites courses. This depth has both a calculational aspect (for instance, in studying the gamma function) and a theoretical aspect (for instance, when proving that continuous functions and certain discontinuous functions have integrals). The course is designed to serve two types of students: undergraduate juniors and seniors, primarily mathematics majors, and graduate students from outside mathematics. Such graduate students should confirm that their program accepts this 4xxx-level course for graduate-status credit. Math 4606 is not designed to prepare students for 8xxx-level courses requiring an analysis prerequisite. The sequence Math 5615-5616 is designed for that purpose.

**Work load:** 20 pages of reading per week

**Exam format:** Problems and proofs

**Math 5068 Actuarial Mathematics II****(Sec 001); 4 cr; prereq 5067; meets DELM req of classroom****Instructor:** Agard, Stephen B**Description:** This is a continuation of a course already in progress. Conditions will be about the same. A person who is considering starting in the middle should see the professor.**Class time:** 100% lecture**Work load:** 2 exams, extensive homework**Grade:** 30% mid-semester exam(s), 40% final exam, 30% problem solving**Exam format:** math problems--calculations**Math 5166 Mathematical Logic II****(Sec 001); 4 cr; prereq 5165; meets DELM req of classroom****Instructor:** Richter, Wayne H**Description:** Math 5166 is part of a year course in Mathematical Logic. It is a continuation of Math 5165. Topics covered include a study of algorithms and first-order logic. However, since the course is a direct continuation of Math 5165 it is not recommended that students take this course without first taking Math 5165.**Math 5378 Differential Geometry****(Sec 001); 4 cr; prereq [2263 or 2374 or 2573], [2243 or 2373 or 2574]; [2283 or 3283] recommended; meets DELM req of classroom****Instructor:** Gulliver II, Robert D**Description:** This course is designed for a variety of students, having widely varying kinds of preparation and interests. It will be of substantial value for students intending to specialize in physics, solid mechanics, fluid mechanics, and most areas of pure or applied mathematics, especially geometry. Differential geometry is the study of curved objects, such as one-dimensional curves and two-dimensional surfaces in space. As a continuing and important part of the course, we will learn the methods of tensor analysis. This includes calculations in arbitrary curvilinear coordinates and computations independent of coordinates. Topics will include: arc length, curvature and torsion of curves in space; the Frenet formulas. Regular surfaces in space: description as a graph, implicit description, parametric description. Change of parameters. Tangent plane, first fundamental form, area. The Gauss map, second fundamental form, Gauss curvature, mean curvature. The intrinsic geometry of surfaces: Gauss' Theorema Egregium, parallel transport, exponential map, Gauss-Bonnet Theorem. Bonnet's Theorem, rigidity of the sphere.**Class time:** 85% lecture, 15% Discussion**Work load:** 25 pages of reading per week, 2 exams, 5 x 15 = 75 pages of problem sets**Grade:** 25% mid-semester exam(s), 50% final exam, 25% problem solving**Exam format:** essay**Course URL:** <http://www.math.umn.edu/~gulliver/5378>**Math 5651 Basic Theory of Probability and Statistics****(Sec 002); 4 cr; prereq [2263 or 2374 or 2573], [2243 or 2373]; [2283 or 2574 or 3283] recommended; Credit will not be granted if credit has been received for: Stat 4101, Stat 5101.; meets DELM req of classroom****Instructor:** Anderson, Greg William**Description:** Math 5651 is a basic introduction to probability which includes some applications to statistics. Single- and multivariable calculus are the prerequisites for the course; students will be called upon to use their calculus knowledge extensively. No previous familiarity with probability theory is assumed and so this course is an appropriate place to start the study of probability. The text for the course is "Statistical Theory" (4th ed.) by Bernard Lindgren. We will cover Chapters 1 - 6, Secs. 7.1-7.6 and Secs. 12.1-12.6. The course is likely for many students to be a first exposure to abstract reasoning about sets and to mathematical proof, but on the whole, the level of rigor will not be extremely high. Considerable emphasis will be placed on practical applications and on the debunking of commonly held misconceptions concerning chance phenomena. Coursework

counting for the grade consists of two midterm exams, a final examination, participation in class discussion, and weekly homework assignments. Class discussion will be focused on questions raised by the homework. Exams will follow homework rather closely. Math 5651 and Stat 5101 are exactly the same course, and this course is the prerequisite for the following three courses: Math 5652, Introduction to Stochastic Processes; Math 5654, Prediction and Filtering; and Stat 5102, Theory of Statistics II. The latter three courses are independent in the sense that any or all may be taken, and in any order.

**Class time:** 85% lecture, 15% Discussion**Work load:** 20 pages of reading per week, 3 exams, 12

problem-solving assignments, one per week (approximately)

**Grade:** 50% mid-semester exam(s), 35% final exam, 5% class participation, 10% problem solving**Exam format:** Essay**Mathematics Education****145 Peik Hall: 612/625-6372****MthE 5101 Teaching Elementary School Mathematics****(Sec 001, 002); 3 cr; prereq Tchg license or student elem ed MEd or special ed or instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** Modern trends, methods, and materials used to convey mathematical ideas.**MthE 5366 Technology-Assisted Mathematics Instruction****(Sec 001); 3 cr; meets DELM req of classroom****Instructor:** Wyberg, Terrence R**Description:** Technology--including computers, programmable and graphing calculators, and video--as instructional tools in mathematics; design and evaluation of technology-based mathematics lessons; the effect of technology on the mathematics curriculum; managing the technology-enriched classroom.**MthE 5993 Directed Studies in Mathematics Education****(Sec 001); 2 cr; max crs 3, 1 repeat allowed; S-N only; prereq Math ed MEd student, instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** Secondary school classroom teaching project designed to improve specific teaching skills, planned by student and approved and directed by student's advisor as part of MthE program.**Mechanical Engineering****125 Mechanical Engineering: 612/625-0705****ME 3041 Industrial Assignment I****(Sec 001); 2 cr; A-F only; prereq ME upper div, enrolled in ME co-op program; meets DELM req of classroom****Instructor:** Marple, Virgil A**Description:** (2 cr per sem; prereq upper div ME, regis in Me co-op program; complete co-op sequence 3041, 4042, 4043 for credit req) Industrial work assignment in mechanical engineering co-op program. Evaluation based on student's formal report covering the quarter's work assignment.**Class time:** 100% On the job training**Work load:** Full time work**Grade:** 100% written reports/papers**ME 4043W Industrial Assignment II****(Sec 001); 4 cr; A-F only; prereq 3041; meets DELM req of classroom; meets CLE req of Writing Intensive**

**Instructor:** Marple, Virgil A

**Description:** Solution of system design problems that require development of criteria evaluation of alternatives, and generation of a preliminary design. Final written report emphasizes design communication and describes design decision process, analysis and final recommendations.

**Class time:** 100% on the job training

**Work load:** full-time work

**Grade:** 100% written reports/papers

#### ME 5351 Computational Heat Transfer

(Sec 001); 4 cr; A-F only; prereq IT upper div or grad student, 3322; meets DELM req of classroom

**Instructor:** Garrick, Sean Clifford

**Description:** Numerical solution of heat conduction and analogous physical processes. Development and use of a computer program to solve complex problems involving steady and unsteady heat conduction, fully developed flow and heat transfer in ducts, flow in porous media, and other special applications. Use of the computer program for design and optimization.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 20 pages of reading per week, 20 pages of writing per semester

**Grade:** 80% special projects, 5% in-class presentations, 15% problem solving

## Medical Technology

15-170 Phillips Wangenstein Bldg (Box 609 Mayo): 612/625-9490

#### MedT 4082 Applied Clinical Chemistry

(Sec 001); 3 cr; S-N only; prereq 4310, 4311, 4320, 4321, enrolled MedT student, instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Application of basic methods and techniques in the clinical chemistry lab. Upon completion of the chemistry rotation, the student will be able to: Organize and take responsibility for the performance of selected methods. Perform the procedure with limited supervision, maintain accurate records, while following all prescribed laboratory safety procedures, recognize signs of instrument malfunction, perform necessary corrective measures, and clean up area. Obtain appropriate blood samples by venipuncture. Handle specimens properly once they are received in the laboratory. Understand the principles of clinical chemistry methods presented during the course. Describe the principles of instruments covered during the course. Understand the clinical usefulness of laboratory results. Perform routine urinalysis according to laboratory protocol. Target audience: medical technology students after they have completed their senior medical technology courses. Course is scheduled at various clinical/hospital sites.

**Class time:** 100% Laboratory

**Work load:** 40 hour week practical experience

**Grade:** 5% in-class presentations, 95% lab work

## Medieval Studies

131 Nolte Center: 612/626-0805

#### MeSt 3610 Topics in Medieval Studies

(Sec 001, 002); 3-4 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom

**Instructor:** Bachrach, Bernard S !!UC Outstanding Teaching Award!!

**Description:** This course deals with the period from the gradual dissolution of Roman imperial power in the West during the fifth century to the development of gunpowder weapons in the

fifteenth century. The immense significance of the military history of this thousand year adventure is evidenced in numerous ways as the governments of western Europe expended the greatest part of their surplus human and material resources on preparation for war and its aftermath. The centrality of military matters is expressed culturally in every genre of literature. Violence and its deterrence are fundamental themes in medieval legislation and in religious rites. Images of armed conflict are prominent in medieval art forms from manuscript illustration to the sculptures of church facades. The results of the massive expenditure on the medieval

**Class time:** 65% lecture, 35% Discussion

**Work load:** 75-100 pages of reading per week, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 40% final exam, 30% written reports/papers, 10% class participation

**Exam format:** short and long essays

#### MeSt 3610 Topics in Medieval Studies

(Sec 003); 3-4 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom

**Instructor:** Krug, Rebecca L

**Description:** Dream Visions - The course explores one of the most important and intriguing genres of medieval literature, the dream vision. In this course we will explore the relationship between dreams and writing as represented in literature written before 1500. Why did writers including Chaucer and Dante draw so heavily on the dream in their works? Is medieval dreaming different from modern dreaming? Do dreams, as described in literature from the period, reveal or obscure the truth? Texts to be discussed may include Chaucer's Book of the Duchess, Dante's Inferno, selections from Malory's Death of Arthur, Piers Plowman, Pearl, and several anonymous "journeys to the otherworld" (purgatory, hell). No prior knowledge of Middle English is required. This course is designed to introduce students to the exciting challenges of medieval literature.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 10-50 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers, circulation of discussion questions; group work; quizzes; presentation of research

**Grade:** 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 5% quizzes, 5% lab work

**Exam format:** multiple choice; identification; short answer; essay

#### MeSt 3610 Topics in Medieval Studies

(Sec 005); 3-4 cr; max crs 24, 8 repeats allowed; meets DELM req of classroom

**Instructor:** Nicholson, Oliver !!UC Outstanding Teaching Award!!

**Description:** This is not a course about Islam. It is not even a course about Islamic origins. Rather it considers the kaleidoscope of civilizations which immediately succeeded the Roman Empire in the 6th and 7th centuries A.D.. We start in the Eastern Mediterranean with the Golden Age of the Early Byzantine Empire under Justinian (527-65), codifier of Roman law, builder of the Hagia Sophia at Constantinople, 'the most interesting building in the world'. We go on to consider the 120 years of superpower struggle which the Byzantines had with their neighbours in the Persian Empire and also the attempts of Justinian to reclaim for the Byzantines the lost Roman lands around the Western Mediterranean. This will lead to a look at former Roman territory in Western Europe now ruled by Germanic kings, especially Anglo-Saxon England as described by the Venerable Bede, before we come back to the Levant to examine the impact on Byzantium and Persia of Arab invasion

and the first century of the Islamic Caliphate. All this will be studied so far as possible in sources written at the time, so that we come to understand not only the pattern of events, but also what people from vastly various worlds thought about them. This is cultural diversity indeed.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 3 exams, Map Quiz also

**Grade:** 40% mid-semester exam(s), 60% final exam

**Exam format:** 'Gobbets' - ancient passages set for comment

### MeSt 3610 Topics in Medieval Studies

**(Sec 004); 3-4 cr; max crs 24, 8 repeats allowed; meets**

**DELM req of classroom**

**Instructor:** Wakefield, Ray M

**Description:** German Civilization and Culture: Middle Ages to 1700 - This course, with lectures in English, offers an overview of the cultural, political, and social development of the German-speaking countries from the earliest days of contact between the Germanic tribes and the Romans until 1700.

Emphasis will be placed on the way in which present-day Germany views its medieval and early modern past, and the role of the Middle Ages, the Reformation, and the Thirty Years War in the creation of a German national identity. Topics to be discussed include myths about the origins of the Germans, the Germanic reshaping of the ancient Roman world, the role of the German Empire in the development of medieval Christianity, the social position of women in medieval and early modern times, medieval and early modern court culture, Reformation and Counter-Reformation debates, Baroque culture in the German Empire. Discussions will involve many types of cultural artifacts, e.g., literary, historical, religious, philosophical texts; paintings, engravings, architecture; medieval and early modern music.

Authors to be discussed include Tacitus, Einhard, Hadewijch, Luther, Grimmshausen, et al. English discussion sections; German majors will be required to complete substantial work in German.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers

**Grade:** 40% mid-semester exam(s), 40% written reports/papers, 20% class participation

**Exam format:** oral exams

## Microbiology

1460 Mayo (Box 196): 612/624-6190

### MicB 3301 Biology of Microorganisms

**(Sec 001); Credit will not be granted if credit has been received for: BIOL 2032, BIOL 2032, BIOL 2032, BIOL 2032, MICB 2032, MICB 2032, MICB 2032, MICB 2032, MICB 2032; 5 cr; A-F only; prereq [Biol 1002 or Biol 1009], Chem 2301, concurrent enrollment Chem 2302; meets DELM req of classroom**

**Instructor:** Mohr, Christian D

**Description:** Course covers the taxonomy, physiology, biochemistry, pathogenesis, immunology, and ecology of microbes including fungi, bacteria, and viruses. Molecular structure in relation to microbial function and disease is also covered. Course includes a laboratory. Course will utilize WEBCT VISTA. Course texts: MicB 3301 Laboratory Manual, Microbiology-Prescott, Harley and Klein, McGraw-Hill, 6th Edition. Target audience: undergraduate science majors (including Biology, Biochemistry, Microbiology, Cell Biology, and Genetics).

**Class time:** 60% lecture, 40% Laboratory

**Work load:** 20-30 pages of reading per week, 8-10 pages of writing per semester, 4 exams, Students write 2 laboratory reports (8-10 pages total) and maintain a laboratory notebook.

**Grade:** 60% based on four exams; 40% based on laboratory quizzes, reports and performance

**Exam format:** Short answer, fill in the blank, true/false, multiple choice

### MicB 4131 Immunology

**(Sec 001); 3 cr; prereq [2022 or VPB 2022 or Biol 2032 or VPB 2032 or VBS 2032 or 3301 or Biol 3301], [BioC 3021 or Biol 3021 or BioC 4331]; meets DELM req of classroom**

**Instructor:** Molitor, Thomas William

**Description:** Molecular, genetic, and cellular bases for humoral and cell-mediated immunity; innate immunity; antigen recognition by B and T lymphocytes; interactions between lymphocytes and other cells of the immune system; cytokines; immunoregulation, and key aspects of clinical immunology. Students will learn the basic concepts of immunology with some practical applications.

This course is targeted toward undergraduate majors in the biological sciences who have previously been introduced to biology and biochemistry. The material covered in the course will enable those interested to enroll in more advanced courses in this field. A major component of the class is cooperative learning through group problems and cases. A research paper covering the following areas is required by graduate students.

Undergraduate and adult special students have the option of submitting a paper for extra credit. A problem to be completed by each group will be assigned weekly. Three tests will be given at the designated dates. Tests will be taken individually; then by group. An average of the individual group will represent the individual's score for each test. Textbook used is: Immunology, Kubly, 4th Ed. W.H. Freeman and Company, 2000. See Course Website for further information.

**Class time:** 60% lecture, 20% Discussion, 20% group learning

**Work load:** 20 pages of reading per week, 3 exams, 1 papers, weekly group problems

**Grade:** 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% quizzes, 20% problem solving

**Exam format:** essay and short answer

### MicB 4141W Biology, Genetics, and Pathogenesis of Viruses:

**Writing Intensive**

**(Sec 001); Credit will not be granted if credit has been received for: MICB 4171, MICB 4171, MICB 4171; 4 cr; prereq [3301, BioC 3021, Biol 4003, Biol 4004] or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Schiff, Leslie Ann !!Morse Alumni Award!!

**Description:** MicB 4141W and 4171 are aimed at upper level undergraduates. The course content is appropriate for majors in biology, microbiology, biochemistry and GCD. It is also recommended for graduate students in related sciences.

Microbiology majors will have priority for the small number of seats in 4141W. In addition to attending the scheduled class sessions, 4141W students will participate in ~8 individual/small group writing sessions over the course of the semester. This course is a principle-based discussion of virology, emphasizing the common reactions that must be completed by all viruses for successful replication within a host cell and survival and spread within a host population. The molecular basis of alternative reproductive cycles, the interactions of viruses with host organisms, and how these lead to disease will be presented with examples drawn from a set of representative animal viruses. To achieve course objectives, lectures will be combined with active learning techniques and classroom activities. These should accommodate students with distinct learning styles. Students will be asked to write informally in class on index cards. Students may also be provided learning prompts via the WebCT site. Note: 4141W and 4171 make heavy use of an integral WebCT site on which lecture outlines, study guides, info updates and learning prompts are posted.

**Class time:** 70% lecture, 30% Active learning and discussion

**Work load:** 40-50 pages of reading per week, 10-15 pages of writing per semester, 4 exams, 3 papers, 4141W students will also answer some short (50-200) word "write-to-learn" prompts that cover course material.

**Grade:** 30% mid-semester exam(s), 20% final exam, 35% written reports/papers, 5% quizzes, 10% problem solving, 0% Students can choose a grading option that includes 10% participation, in which the midterm exams will only count for 20% of the final grade

**Exam format:** Multiple choice, short answer, short essay. Study guides preview many of the possible essay questions.

**MicB 4151 Molecular and Genetic Bases for Microbial Diseases (Sec 001); 3 cr; prereq [3301, [4131 or Concurrent registration is required (or allowed) in 4131], [BioC 3021 or BioC 4331]]; [Biol 4003 or GCD 3022] recommended; meets DELM req of classroom**

**Instructor:** Cleary, Paul Patrick

**Description:** MicB 4151 will explore the biochemical and genetic basis for bacterial and fungal infections. The first few weeks will focus on emerging infections and the evolution of microbial pathogens. Remaining lectures and exercises will investigate the action of microbial toxins, the importance of nutrition and surface molecules as determinants of host-tissue specificity of infection, and mechanisms by which microbes avoid or counter human immunological defenses. The course is targeted at advanced biology undergraduates and graduate students in microbiology, veterinary medicine, food microbiology and other professional biology related programs. 40% of the class are microbiology majors. Knowledge of basic microbiology, immunology and biochemistry is important. The text book is required. Grades will be based on three examinations, team research paper and an individual research paper. The final grade is not based on curved.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 8-10 pages of reading per week, 7 pages of writing per semester, 3 exams, 2 papers

**Grade:** 62% mid-semester exam(s), 32% written reports/papers, 1% in-class presentations, 5% problem solving

**Exam format:** Short essay

**MicB 4171 Biology, Genetics, and Pathogenesis of Viruses (Sec 001); Credit will not be granted if credit has been received for: MICB 4141W, MICB 4141W, MICB 4141W, MICB 4141W, MICB 4141W; 3 cr; A-F only; prereq [BioC 3021, 3301, Biol 4003, Biol 4004] or instr consent ; meets DELM req of classroom**

**Instructor:** Schiff, Leslie Ann !!Morse Alumni Award!!

**Description:** MicB 4171 is aimed at upper level undergraduates. The course content is appropriate for majors in biology, microbiology, biochemistry and GCD. It is also recommended for graduate students in related sciences. This course is a principle-based discussion of virology, emphasizing the common reactions that must be completed by all viruses for successful replication within a host cell and survival and spread within a host population. The molecular basis of alternative reproductive cycles, the interactions of viruses with host organisms, and how these lead to disease will be presented with examples drawn from a set of representative animal viruses. To achieve course objectives, lectures will be combined with active learning techniques and activities. These should accommodate students with distinct learning styles. Students will be asked to write informally in class on index cards. Students may also be provided learning prompts via the WebCT site. Note: 4171 has an integral WebCT site on which lecture outlines, study guides, info updates and learning prompts are posted.

**Class time:** 75% lecture, 25% Active learning and discussion

**Work load:** 40-50 pages of reading per week, 8-10 pages of writing per semester, 4 exams, 2 papers. Note: 4171 has an integral WebCT site on which lecture outlines, study guides, info updates and learning prompts are posted.

**Grade:** 45% mid-semester exam(s), 35% final exam, 10% written reports/papers, 10% problem solving, 0% Bonus quizzes worth 5%; Students can choose a grading option that includes 10% participation, in which the midterm exams will only count for 35% of the final grade.

**Exam format:** multiple choice, short answer, short essay. Study guides preview many of the possible essay questions.

**MicB 4235 Advanced Laboratory: Virology, Immunology, and Microbial Genetics**

**(Sec 001); 3 cr; prereq BioC 3021, 3301, two from [4131, 4141W, 4151, 4171]; meets DELM req of classroom**

**Instructor:** Bresnahan, Wade A

**Description:** This laboratory course provides students with hands on training using state of the art molecular biology techniques to address fundamental questions in biology.

Emphasis will be placed on techniques relating to virology, immunology, bacterial genetics, and molecular biology, however, all techniques covered in this course are widely used in all biology specialties (i.e., neurobiology, genetics, cell biology, etc). Specific topics covered in the course include DNA, RNA and protein analysis, gene cloning, virus propagation, flow cytometry, bioassays, and cell culture techniques.

## Military Science

110 Armory: 612/624-7300

**Mil 1002 Military Science I Leadership Lab (Sec 001); 1 cr; prereq Enrollment in 1011; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Learn and practice basic skills. Gain insight into the advanced course in order to make an informed decision whether to apply for it. Build self confidence and team-building leadership skills that can be applied throughout life.

**Mil 1004 Military Science II Leadership Lab (Sec 001); 1 cr; prereq Enrollment in 1221; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Learn and practice basic leadership skills. Build self confidence through individual and team building concepts. Gain insight into the advanced course in order to make an informed decision on whether to apply. Further develop your leadership style through practical application scenarios.

**Mil 1008 Military Science IV Leadership Lab (Sec 001); 1 cr; prereq Enrollment in 3141; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Refine instructor skills by developing and presenting instruction in both a lecture and practical exercise format. Develops leadership skills necessary for the planning, resourcing, execution and evaluation of various training activities in both the classroom and outdoor lab environments. Apply counseling and motivating techniques. This course is open to Military Science IV Cadets only

**Class time:** 100% Laboratory

**Work load:** Planning, Preparing and Rehearsing Instruction

**Grade:** 33% in-class presentations, 33% class participation, 33% lab work, 1% problem solving

**Mil 1011 Introduction to Leadership (Sec 001, 002); 1 cr; prereq Enrollment in 1002; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Learn/apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises. Relate organizational and ethical values to the effectiveness of a leader. Participation in a weekend exercise is optional, but highly encouraged.

**Mil 1221 Individual/Team Military Tactics (Sec 001, 002); 2 cr; A-F only; prereq Enrollment in Basic Course; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Individual and team aspects of military tactics in small unit operations. Use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students.

**Mil 3141 Transition to Lieutenant (Sec 001); 3 cr; prereq Enrollment in Advanced Course; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course prepares the student to serve successfully as an Army Lieutenant. The course focus' on Officer-NCO relations, Military Law, Staff functions and career development. The course also includes a Battle Staff Ride, which further develops the student's ability to use historical lessons learned and battle analysis skills. The course text includes: The Cadet to Lieutenant Transition Handbook, The Manual of Courts Martial and the Army Officer's Guide. The course is open to Military Science IV students only.

**Mil 3970 Directed Studies**

**(Sec 001); 3 cr; prereq dept consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** A writing intensive independent study course, evaluating the student's research and analysis skills. This course is open to ROTC advanced course students only.

**Work load:** 30 pages of writing per semester

**Grade:** 100% written reports/papers

**Mortuary Science**

**A-275 Mayo (Box 740): 612/624-6464**

**Mort 3022W Funeral Service Counseling**

**(Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Tibbetts, Steven Patrick

**Description:** This is a course about helping people who have suffered the ultimate loss of death. It is also a course about oneself; that is to say, a course which will help each person look at themselves as a helper. The two purposes of the course are:

1) To learn about yourself as a helper; and 2) To learn the necessary skills to be a good counselor. Prereq of General Psychology course recommended; majors and non-majors.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 60 pages of reading per week, 25 pages of writing per semester, 3 exams, 3 papers

**Grade:** 20% final exam, 30% quizzes, 50% in-class presentations

**Exam format:** Multiple choice, true/false, matching, essay

**Mort 3030 Funeral Service Law**

**(Sec 001); 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Grayson, Peter Carroll

**Description:** This course on Funeral Service Law is designed to provide a background on various funeral related legal topics. Subject areas of law include the legal status of the dead human body, the duty of burial, right to control final disposition, liability for funeral expenses, torts involving the dead human body and the funeral director, wills and trust, cemeteries, state and federal laws and regulations pertaining to funeral service, and the legal aspects of being a licensed funeral director/mortician, and last but certainly not least, ETHICS.

**Class time:** 65% lecture, 35% Discussion

**Work load:** 1 exams, 2 papers

**Grade:** 25% final exam, 20% written reports/papers, 45% quizzes, 10% in-class presentations

**Exam format:** Multiple Choice

**Mort 3055W Complicated Grief**

**(Sec 001); 3 cr; A-F only; prereq Working understanding of grief/loss; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Tibbetts, Steven Patrick

**Description:** This is a course designed for advanced studies in bereavement and traumatology. The assumption is made that class participants have a working understanding of grief and loss. This course takes off with that knowledge and expands into the areas of complicated bereavement and traumatology. Areas that are covered include trauma vs. complicated vs.

non-complicated loss, and treatment methods currently being used. It is open to undergraduate and graduate students. Texts: "The Treatment of Complicated Bereavement," Therese A. Rando, Ph.D., 1993 and "Comprehensive Glossary of Psychiatry and Psychology," Harold I. Kaplan, M.D., and Benjamin J. Sapolk, M.D., 1991.

**Class time:** 70% lecture, 20% Discussion, 10% Videos/online presentations.

**Work load:** 40 pages of reading per week, 18 pages of writing per semester, 3 papers

**Grade:** 60% written reports/papers, 40% special projects

**Exam format:** None Given

**Music**

**100 Ferguson Hall: 612/624-5740**

**Mus 1001 Fundamentals of Music**

**(Sec 001-005); 3 cr; prereq For non-music majors; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** An introduction to the musical notation and structure of Western music. This course is intended for non-music majors and will cover the following topics: rhythm, pitch, meter, keyboard, major/minor scales, intervals, chords, and harmony. Course work is participatory and includes singing, playing instruments, clapping and aural perception. Grades are determined from assignments, quizzes, a paper and mid-term and final exams. Class time includes two lectures and one lab per week. The syllabus is on the class web. (Note: this class includes four lab sections: 002, 003, 004, and 005.)

**Class time:** 66% lecture, 33% Laboratory

**Work load:** 8 pages of reading per week, 2 pages of writing per semester, 2 exams, 10 quizzes and 10 assignments

**Grade:** 10% mid-semester exam(s), 15% final exam, 10% written reports/papers, 20% quizzes, 20% lab work, 25% problem solving

**Exam format:** Multiple choice and written answer; written and aural examination

**Mus 1015 Music and Movies: The Use and Representation of Music and Musicians in Film**

**(Sec 001); 4 cr; A-F only; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** Lubet, Alex J !!Morse Alumni Award; Grad and Prof Teaching Award!!

**Description:** A worldwide exploration of the various ways in which music and musicians are utilized and represented in films. Topics include traditional symphonic film scores; film musicals; filmic representations of rock and classical musicians; films based on musical works. Lecture; discussion; viewing of films; readings. Short papers; final project; frequent quizzes; midterm and final exam. Intended for non-music major undergraduates; no prior knowledge of music or musical notation required. Fulfills 'Other Humanities' and 'Global Perspectives' Liberal Education requirements. Instructor is a Morse Alumni Undergraduate Teaching Award winner.

**Class time:** 40% lecture, 20% Discussion, 40% Viewing of films

**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 8 papers, frequent quizzes

**Grade:** 10% mid-semester exam(s), 15% final exam, 35% written reports/papers, 15% special projects, 15% quizzes, 0%

-15% Possible lost points for missed film viewings

**Exam format:** short answer and/or essay

**Mus 1051 Class Piano for Nonmusic Majors I**

**(Sec 001-016); 2 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Mus 1051, Class Piano for Non-Music Majors. A

beginning course for non-music majors with little or no keyboard background. Emphasis on basic functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in an electronic multi-piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: "Contemporary Class Piano" 6th ed. by Elyse Mach. Mus 1051 covers Units 1-2, including intervals up to a fifth, major scales and key signatures, major and minor 5-finger patterns and triads, and accompaniments using I, IV and V7 chords.

**Class time:** 10% lecture, 90% Laboratory

**Work load:** 1 hour practice daily

**Grade:** 20% mid-semester exam(s), 25% final exam, 40% quizzes, 10% class participation, 5% two written projects

**Exam format:** Individual keyboard performance (plus some written theory).

**Mus 1052 Class Piano for Non Music Majors II**  
(Sec 001-003); 2 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Continuation of Mus 1051. Emphasis on basic functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in an electronic multi-piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: Contemporary Class Piano, 6th edition, by Elyse Mach. 1052 covers Units 3-5, including major and minor scales; intervals up to an octave; accompaniment styles; ABA form; syncopation; secondary chords; pedalling; other scale forms; harmonizing with i, iv, and V7 in minor; jazz styles; 2-hand accompaniments; and major and minor 7th chords.

**Class time:** 10% lecture, 90% Laboratory

**Work load:** 1 hour practice daily.

**Grade:** 20% mid-semester exam(s), 25% final exam, 5% special projects, 40% quizzes, 10% class participation

**Exam format:** Individual keyboard performance (plus some written theory).

**Mus 1152 Piano: Class Lessons II**  
(Sec 001-004); 2 cr; A-F only; prereq 1051, instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Continuation of MUS 1151, a beginning course for freshman music majors or minors with limited keyboard background. Co-requisite for freshman music theory. Taught by graduate assistants in an electronic piano lab. Emphasis is on functional skills, such as reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and repertoire. Includes lecture, group and individual performance, and some individual instruction. Text: Keyboard Musician by Lyke. 1152 covers chapters 5-8. Students with previous piano background should contact the School of Music for information regarding placement or credit by exam.

**Class time:** 10% lecture, 90% Laboratory

**Work load:** 1 hour practice daily.

**Grade:** 25% mid-semester exam(s), 25% final exam, 30% quizzes, 20% class participation

**Exam format:** Individual keyboard performance.

**Mus 1156 Keyboard Skills II**  
(Sec 001); 2 cr; A-F only; prereq 1155, instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Continuation of MUS 1155, a functional piano skills course for freshman keyboard majors and other music majors with extensive keyboard background, to be taken with freshman music theory. Emphasis is on reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory,

technique, and music learning skills. Taught in an electronic piano lab. Text: Harmonization at the Piano (6th ed.) by Frackenpohl, plus supplementary materials. 1522 covers chapters 8-13 plus vocal and instrumental score reading and jazz chording.

**Class time:** 10% lecture, 90% Laboratory

**Work load:** 1 hour practice daily.

**Grade:** 30% mid-semester exam(s), 30% final exam, 30% quizzes, 10% class participation

**Exam format:** Individual keyboard performance.

**Mus 1471 Guitar: Class Lessons I**  
(Sec 001-014); 2 cr; A-F only; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Fundamentals for the beginning guitarist; progressive development of skills. Beginning finger-style technique. Introductory sight-reading skills. Emphasis on performance, practice methods, posture, and sound production. Students must furnish an acoustic guitar, preferably a nylon-string guitar.

**Class time:** 40% lecture, 60% in-class performance

**Work load:** 3 exams, 3 to 4 hours individual practice per week

**Grade:** 25% mid-semester exam(s), 25% final exam, 50% class participation

**Exam format:** performance

**Mus 1501 Theory and Analysis of Tonal Music I**  
(Sec 001); 2 cr; A-F only; prereq Music major or instr consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** The first semester of a four-semester sequence of courses devoted to tonal music theory. The focus of these courses is on analysis of music of the eighteenth and nineteenth centuries, part-writing (learning how to write music in historical styles), and skills including sight-singing, ear-training, and keyboard performance. Music 1501 is intended primarily for music majors and music minors. Non-majors generally enroll in Mus 1001 unless they intend to continue in the theory sequence beyond a single term.

**Class time:** 40% lecture, 40% Discussion, 20% Laboratory

**Work load:** 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers, daily homework assignments; weekly skills assignments

**Mus 1804 World Music**  
(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

**Instructor:** STAFF

**Description:** If you love music, this is the course for you. The only prerequisite is curiosity. Whether you have musical training or not, music is an integral part of your life. You are not only surrounded by it, but you use it to define who you are and what you value in life. This is a great opportunity for non-music majors to get introduced to music from a world music perspective. Explore this exciting world and gain a crosscultural understanding of basic musical elements (rhythm, harmony, melody, texture, and timbre). You will be taken on a musical tour around the globe, focusing on a small number of representative cultures. Our goal is to understand how each representative musical case study fits into a larger cultural, social, and political context. What does it mean to be a musician? How do people conceptualize music? How does music relate to a culture's daily life and understanding of the universe? These are some of the questions we will be addressing. This course will broaden your horizons and sharpen your critical thinking. You will also have some hands-on musical experiences (you will not be evaluated on the basis of your musical ability). Using musical case studies from around the world, we will explore differences in aesthetics that stem from different lifestyles and values. The course objectives will be accomplished through lectures, video viewing, lots of listening, some hands-on musical experience, selected readings, and assigned concert attendance.

**Mus 3264 French Diction for Singers**

**(Sec 001); 1 cr; A-F only; prereq Voice or choral music major, concurrent enroll in applied voice; meets DELM req of classroom**

**Instructor:** Del Santo, Jean Marie

**Description:** The course covers rules of lyric diction, use of International Phonetic Alphabet, elementary grammar and song vocabulary. Students will transcribe song texts into IPA and perform 3-4 French melodie or arias in class for critique by professor and colleagues. An off campus concert may be included as part of the final project. Enrollment limited to students who are applied or principal voice majors, presently studying voice and/or coaches and accompanists.

**Class time:** 25% lecture, 75% 25% drill; 50% in class performance

**Work load:** 1-2 pages of reading per week, weekly listening assignments; 2 written exams with intermittent quizzed; 2 oral exams; 3-4 performances

**Grade:** 25% mid-semester exam(s), 25% final exam, 15% quizzes, 35% performances

**Exam format:** written, oral and performance

musicians. Performs 5 to 6 concerts on and off campus each academic year. Admission by audition only.

**Class time:**

**Work load:** practice and performance

**Grade:** 0% rehearsal preparation and performance

**Mus 3410 University Wind Bands**

**(Sec 002); 1 cr; max crs 14, 14 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom**

**Instructor:** Luckhardt, Jerry M

**Description:** A music ensemble of select wind and percussion players. The ensemble includes a number of undergraduate and graduate majors from other disciplines. Symphonic band performs 4 to 5 concerts each academic year. Admission is by audition only.

**Class time:**

**Work load:** practice and performance

**Grade:** 0% rehearsal preparation and performance

**Mus 3340 Jazz Ensemble**

**(Sec 001, 002); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom**

**Instructor:** Sorenson, Dean Patrick

**Description:** The University Jazz Ensembles play a wide variety of big band repertoire and perform for many events, both on and off campus. Entrance is limited to instruments that are traditionally a part of the big band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and percussion. All jazz ensembles are academic courses carrying one credit. Upon completing the audition process, you will be assigned to an ensemble and must obtain a "magic number" in order to register. You must register in order to play in a University Jazz Ensemble.

**Class time:** 100% Rehearsal/performance

**Mus 3440 Chamber Ensemble**

**(Sec 001-026); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:**

**Grade:** 0% performances

**Mus 3502 Theory and Analysis of Tonal Music IV**

**(Sec 001); 2 cr; A-F only; prereq [[3501, 3511] with grade of at least C-] or diagnostic test administered by School of Music; meets DELM req of classroom**

**Instructor:** Damschroder, David A

**Description:** The fourth semester of a four-semester sequence of courses devoted to tonal music theory. The focus of these courses is on analysis of music of the eighteenth and nineteenth centuries, part-writing (learning how to write music in historical styles), and skills including: sight-singing, ear-training, and keyboard performance. Music 3502 is intended primarily for undergraduate music majors. It may also be elected by graduate music majors to remedy deficiencies (though the course does NOT offer graduate credit).

**Class time:** 25% lecture, 50% Discussion, 25% Laboratory

**Work load:** 30 pages of reading per week, 10 pages of writing per semester, 3 exams, daily homework, sight-singing auditions

**Grade:** 30% mid-semester exam(s), 30% final exam, 15% quizzes, 10% problem solving, 15% auditions

**Exam format:** essay

**Mus 3350 Jazz Combo**

**(Sec 001-003); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Jazz combos study a wide range of small group jazz literature. Time is also spent on improvisation and performance practice concepts. Performances are scheduled each semester. Ensembles are open to music majors and non-music majors, and auditions are required. Students are placed according to their ability and experience.

**Class time:** 100% performance/rehearsal

**Mus 3601W History of Western Music I**

**(Sec 001); 3 cr; A-F only; prereq dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Harness, Kelley Ann

**Description:** This is the first course in the undergraduate music history sequence. We will study music composed over a very broad time span, ca. 800 to 1700, looking at the works' musical structures within the larger contexts of musical style, social/political significance, and broad aesthetic and philosophical movements. Because this is a writing intensive (WI) course, both formal and informal writing assignments will constitute a significant percentage (one-third) of the grade. In addition to essay questions on exams, students will complete three short assignments which deal with writing issues (e.g., how and when to create footnotes and bibliographies) and two longer papers. The first of the longer papers will deal with issues of performance in early music, while the second will involve analysis of an individual work. Students are required to purchase the following textbooks: Grout, Donald Jay and Palisca, Claude V. . A History of Music. 5th ed. New York: W.W. Norton, 1996 [this book will be used for the entire three-semester sequence] Palisca, Claude V., ed. Norton Anthology of Western Music and accompanying recordings. 3rd ed. 2 vols. New York: W. W. Norton, 1996. The course is intended primarily for undergraduate music majors; other undergraduate students may enroll with the instructor's permission.

**Mus 3401 Basic Conducting**

**(Sec 001); 2 cr; A-F only; prereq 1502, music major; meets DELM req of classroom**

**Instructor:** Luckhardt, Jerry M

**Description:** Establishment and development of basic conducting skills is the goal with an emphasis on baton technique, nonverbal communication, the role of the conductor and the initial stages of score study. This course is available to all music majors who have completed Mus 3501 or an equivalent.

**Class time:** 20% lecture, 80% Laboratory

**Work load:** 2 exams, 3 papers, Practice - time on task

**Grade:** 10% mid-semester exam(s), 20% final exam, 20% written reports/papers, 50% class participation

**Exam format:** multiple choice and essay

**Mus 3410 University Wind Bands**

**(Sec 001); 1 cr; max crs 14, 14 repeats allowed; A-F only; prereq Audition, instr consent; meets DELM req of classroom**

**Instructor:** Kirchoff, Craig James

**Description:** A select ensemble comprising the University's finest graduate and undergraduate wind and percussion

**Class time:** 75% lecture, 25% Discussion  
**Work load:** 25 pages of reading per week, 15 pages of writing per semester, 3 exams, 2 papers, 3 short written assignments; 10 quizzes; 1-2 hours listening/week  
**Grade:** 33% mid-semester exam(s), 17% final exam, 33% written reports/papers, 17% quizzes  
**Exam format:** Listening ID, short answer, essay

**Mus 5150 Body Awareness in Activity: The Alexander Technique for Musicians**  
**(Sec 001, 002); 2 cr; max crs 4; meets DELM req of classroom**

**Instructor:** McCullough, Brian  
**Description:** The Alexander Technique is a century-old technique used by musicians and others as a means of solving performance problems. Its principles address how the daily habits in the use of the self (such as sitting, standing and walking) affect seemingly disparate problems such as stage fright, muscular-skeletal pain, playing induced injuries, and computer use injuries. For musicians, the interplay of unconscious habits and the body mechanics of daily use of the self strongly affect tone production and technique. The Alexander Technique provides tools to enhance fundamental coordination. Its application can lead to greater performance ease and a reduction of chronic aches and pains. Class enrollment is limited and the class will include individual "hands-on" mini-lessons each week. The texts used are: "Use of the Self," by F. M. Alexander; "Indirect Procedures--A Musician's Guide to the Alexander Technique," by Pedro de Alcantara; and "Body Learning" by Michael Gelb. Class discussions will center on assigned readings and each student will be responsible for three short papers on selected portions of the texts. Open to musicians and non-musicians. For more info: [www.MinnesotaAlexanderTechnique.com](http://www.MinnesotaAlexanderTechnique.com) If class is full, call instructor (612-824-4251) for permission to add.  
**Class time:** 10% lecture, 25% Discussion, 25% Laboratory, 40% individual work with students  
**Work load:** 40 pages of reading per week, 4 pages of writing per semester, 2 papers  
**Grade:** 50% class participation, 50% attendance

**Mus 5280 Opera Theatre**  
**(Sec 002); 2 cr; max crs 16, 8 repeats allowed; A-F only; prereq audition, instr consent; meets DELM req of classroom**

**Instructor:** Walsh, David Allan  
**Description:** The Opera Theatre programme is designed to provide performance-oriented opera and music theatre singers with theoretical and practical instruction in opera stagecraft, as well as genuine operatic performance experience. Two fully-staged productions per school year, with all the relevant staging demands, offer the student performer an opportunity to showcase her/his talent in a public presentation. Opera Theatre classes will be determined on the basis of audition.  
**Class time:** 20% Discussion, 80% Direct practical staging instruction  
**Work load:** maximum 12 hours of staging per week plus 3 hours music coaching  
**Grade:** 100% Staging and musical work  
**Exam format:** Performances of the opera production each semester

**Mus 5340 Jazz Ensemble**  
**(Sec 001, 002); 1 cr; max crs 6, 6 repeats allowed; A-F only; prereq audition, instr consent; meets DELM req of classroom**

**Instructor:** Sorenson, Dean Patrick  
**Description:** The University Jazz Ensembles play a wide variety of big band repertoire and perform for many events, both on and off campus. Entrance is limited to instruments that are traditionally a part of the big band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and percussion. All jazz ensembles are academic courses carrying one credit. Upon completing the audition process, you will be assigned to an

ensemble and must obtain a "magic number" in order to register. You must register in order to play in a University Jazz Ensemble.  
**Class time:** 100% Rehearsal/performance

**Mus 5440 Chamber Ensemble**  
**(Sec 001-026); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq audition, instr consent; meets DELM req of classroom**  
**Instructor:** STAFF  
**Description:**  
**Grade:** 0% performance

**Mus 5466 Guitar Pedagogy**  
**(Sec 001); 2 cr; A-F only; prereq Guitar principal or major or instr consent ; meets DELM req of classroom**  
**Instructor:** Van, Jeffrey Wylie  
**Description:** Examination and evaluation of guitar methods, etudes and technical exercises dating from the early nineteenth century to the present, in order to provide an effective foundation for teaching the guitar to students of diverse ages and backgrounds. The course is designed for upper division and graduate music majors whose principal instrument is guitar.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 2 papers  
**Grade:** 40% written reports/papers, 40% in-class presentations, 20% class participation

**Mus 5490 Percussion Ensemble**  
**(Sec 001); 1 cr; max crs 10, 10 repeats allowed; A-F only; prereq instr consent ; meets DELM req of classroom**  
**Instructor:** Meza, Fernando A.  
**Description:** Practice and performance of standard and contemporary compositions for percussion instruments in various combinations.  
**Class time:** 20% lecture, 80% Laboratory  
**Work load:** practice time  
**Grade:** 40% in-class presentations, 60% lab work  
**Exam format:** no exams

**Mus 5592 Digital Music Synthesis and Processing Techniques**  
**(Sec 001); 3 cr; A-F only; prereq 5591 or instr consent ; meets DELM req of classroom**  
**Instructor:** Geers, Doug  
**Description:** This class explores creation of digital music systems for sound creation, composition, and performance. It focuses on the software Max/MSP/Jitter, a sophisticated system for building "intelligent" music/video instruments.  
**Class time:** 60% lecture, 15% Discussion, 15% Laboratory, 10% attendance of concerts & etc.  
**Work load:** 30 pages of reading per week, 12 pages of writing per semester, 3 papers, weekly quizzes on readings and several studio projects  
**Grade:** 10% written reports/papers, 25% special projects, 20% quizzes, 10% in-class presentations, 10% class participation, 25% several studio assignments  
**Exam format:** No exams, but several creative projects

**Mus 5597 Music and Text**  
**(Sec 001); 3 cr; A-F only; prereq 3502; meets DELM req of classroom**  
**Instructor:** Cherlin, Michael  
**Description:**  
**Class time:** 60% lecture, 40% Discussion  
**Grade:** 100% written reports/papers

**Music Applied**  
**100 Ferguson Hall: 612/624-5740**

**MusA 1101 Piano--Elective**

**(Sec 001-012); 2 cr; max crs 16, 8 repeats allowed; A-F only; prereq Audition, dept consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Individual piano instruction by graduate piano TAs for non-music majors with prior piano study. Weekly half-hour lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Requires permission by the Class Piano Coordinator or a piano TA. Information on applied music fees and how to obtain permission to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, (612) 624-5740, or at <http://www.music.umn.edu/degrees/nds.htm>

**Class time:** 100% individual lessons

**Work load:** one hour of practice daily

**Grade:** 40% final exam, 60% weekly lesson preparation

**Exam format:** individual keyboard performance (jury)

**Course URL:** <http://www.music.umn.edu>

**MusA 1401 Piano--Secondary**

**(Sec 001-010); 2-4 cr; max crs 16, 8 repeats allowed; A-F only; prereq Music major, dept consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Individual piano instruction by graduate piano TAs for music majors who have completed Class Piano Mus 1151-1152 or equivalent proficiency. Weekly half-hour lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Information on applied music fees and how to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, or at <http://www.music.umn.edu/degrees/degreesundergrad.htm>

**Class time:** 100% individual lessons

**Work load:** 1 hour of practice daily

**Grade:** 40% final exam, 60% weekly lesson preparation

**Exam format:** individual keyboard performance (jury)

**Course URL:** <http://www.music.umn.edu>

include understanding computers, accessing the Internet, basic networking concepts, digital audio, MIDI sequencing, music notation software, computer-aided instruction, basic web site creation, and site management, as well as some non-music topics (scanning & graphic editing). This course offers the professional musician resources that can increase the mastery of basic musicianship, facilitate the routines associated with the creative and/or educational process, serve as inspiration, and save valuable time in the execution of both musical and non-musical tasks.

**Class time:** 50% lecture, 50% Laboratory

**Work load:** 30-40 pages of reading per week, completely project-based; weekly assignments will be submitted to confirm content comprehension and skill development

**Grade:** 100% special projects

**Neuroscience**

**6-145 Jackson Hall: 612/626-6800**

**Nsc 5661 Behavioral Neuroscience**

**(Sec 001); 3 cr; A-F only; prereq Grad NSc major or grad NSc minor or instr consent; meets DELM req of classroom**

**Instructor:** Mesce, Karen A

**Description:** The neural coding and representation of movement parameters, and the neural mechanisms underlying higher order processes, such as memorization, memory scanning, and mental rotation are discussed. Emphasis is placed on (a) experimental psychological studies in human subjects, (b) functional neuroimaging studies in human subjects, including experiments using positron emission tomography (PET), (MEG), etc., (c) single cell recording experiments in subhuman primates, and (d) artificial neural network modeling.

**Course URL:**

<http://www.neurosci.umn.edu/courses/5661/5661-home.html>

**Music Education**

**100 Ferguson Hall: 612/624-5740**

**MuEd 5112 Research in Music Education: Techniques**

**(Sec 001); 3 cr; A-F only; prereq Grad music ed major or instr consent; meets DELM req of classroom**

**Instructor:** Lipscomb, Scott D.

**Description:** A survey of the major paradigms and methods used in music education research, the principal sources of research information, and the challenges facing contemporary music education researchers and those who utilize research findings to inform teaching practice. As part of the research sequence, this course constitutes one of the core courses in the Music Education graduate program, leading to more advanced courses in research offered by music education faculty and faculty in other departments at the University of Minnesota. The primary purpose of this course is to help students understand how research can inform practice and serve as a springboard to future advanced work in the field of arts education, generally, and music education, specifically.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 50 pages of reading per week, 40 pages of writing per semester, 1 exams, 4 papers

**Grade:** 25% final exam, 60% written reports/papers, 15% worksheets to facilitate learning basic statistical procedures

**Exam format:** mixed: multiple choice, short answer, and essay

**MuEd 5664 Teaching Music on the Internet**

**(Sec 001); 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Lipscomb, Scott D.

**Description:** An introduction to computers and the music experience in the context of the music classroom. Topics will

**Neuroscience Department**

**6-145 Jackson Hall: 612/626-6800**

**Nsci 4167 Neuroscience in the Community**

**(Sec 001); 1-3 cr; A-F only; prereq instr consent; meets DELM req of classroom**

**Instructor:** Dubinsky, Janet M

**Description:** Students will be responsible for developing an experiment or inquiry-based activity to illustrate a basic neuroscience concept for a middle school science classroom. Students will be paired with a middle school science teacher who has become familiar with neuroscience through the BrainU program offered through the Department of Neuroscience. Over the course of the semester students will observe and assist in the middle school classroom in the implementation of already developed neuroscience activities. Students will choose a basic concept in an area of neuroscience in which they will develop an expertise and make an oral presentation. Students will then design and implement a new classroom activity to teach concepts in that area of neuroscience to middle school learners. By partnering with a middle school teacher and assisting in his/her classroom, the student participates in a service learning experience. Credit hours are proportional to the number of hours spent in the middle school classroom, 1 credit for every 50 hr. Weekly meetings with the instructor, journaling, and readings are required for all credit levels.

**Class time:** 100% Field work in service learning

**Grade:** 30% in-class presentations, 30% classroom activities and interactions; 25% teach evaluation of classroom activities and interactions; 15% journal

**Course URL:**

<http://www.neurosci.umn.edu/courses/4167/4167-home.html>

**Nsci 4793W Directed Studies: Writing Intensive**  
(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; no more than 7 cr of [4793, 4794, 4993, 4994] may count toward major requirements; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Individual study of selected topics with emphasis on readings and use of scientific literature. This course is writing intensive. Students will have the opportunity to write a review article on a topic in their discipline of interest. They will learn to survey the current literature in a specific area of research, organize the data available relevant to the research topic, and effectively communicate this information in their paper. Also, students will draw conclusions from their investigations of the research topic and suggest directions for future research. Students are required to write a 10-15 page paper in the format of a scientific review article. An extensive survey of the literature will be required in order to present the most current information in the selected research area. This course is graded pass/fail, and the final grade is based on successful completion of the review article.

**Work load:** 45 hrs per credit per semester

**Grade:** 100% written reports/papers

**Course URL:**

<http://www.neurosci.umn.edu/courses/4793W/4793-home.html>

**Nsci 4794W Directed Research: Writing Intensive**  
(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; no more than 7 cr of [4793, 4794, 4993, 4994] may count toward major requirements; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course consists of laboratory or field investigation of selected areas of research, done under the direction of a faculty mentor. The course is writing intensive. Students will have the opportunity to present the results of their research in the format of a scientific article. They will learn to survey the current literature in their area of research, organize data, use statistical analyses if appropriate, and effectively communicate the results of their experiments through construction of tables, graphs, and other figures. Also, students will draw conclusions from their data and use persuasive arguments to convince readers of their interpretations of the data. Students will be required to write a 10-15 page paper in the format of a scientific article. This course is graded pass/fail, and the final grade is based on successful completion of the article.

**Work load:** 45 hrs per credit per semester

**Grade:** 100% written reports/papers

**Course URL:**

<http://www.neurosci.umn.edu/courses/4794W/4794-home.html>

**Nsci 4993 Directed Studies**

(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; max of 7 cr of 4993 and/or 4994 may count toward major requirements; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Individual study of selected topics with emphasis on selected readings and use of scientific literature. The course objective is to permit students who desire to learn about a specialized topic not already presented in a regularly scheduled lecture course to explore that area through individualized independent reading, analysis, and writing of a term paper. Topics and the literature vary according to the needs of the student. Most of the readings will be drawn from the primary research literature of neuroscience and related disciplines, although some monographs and reviews may also be consulted. This directed study course involves a student workload of a minimum of 45 hours work per credit (total workload for the entire semester). Some of this effort involves consultation with the faculty member who is directing the study and the remainder would be time spent by the student reading appropriate literature and writing an extensive survey of the literature.

**Work load:** 45 hours per credit per semester

**Grade:** 100% written reports/papers

**Course URL:**

<http://www.neurosci.umn.edu/courses/4993/4993--home.html>

**Nsci 4994 Directed Research**

(Sec 001); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent, dept consent; max of 7 cr of 4993 and/or 4994 may count toward major requirements; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Directed Research is an individualized research experience under the direction of a faculty mentor. The course objective is to provide opportunity for undergraduates (primarily undergraduate majors in neuroscience) to experience laboratory research. This is very important preparation for those who intend to apply for graduate study. Topics vary according to the subject matter of the research project chosen by the student, with assistance from the faculty mentor. Readings will include several papers from the primary research literature as well as some review articles and several papers about appropriate research methods. Overall student effort will be at least 45 hours per semester per credit. Student effort is expected to include contact time with mentor (number of hours varies) to discuss direction of the project, methods to be used, results and interpretation, as well as future directions. In addition, the student will spend time doing experiments, collecting data, organizing results, as well as reading pertinent literature and writing a summary report.

**Work load:** 45 hours per credit per semester

**Grade:** 100% written reports/papers

**Course URL:**

<http://www.neurosci.umn.edu/courses/4994/4994--home.html>

## Norwegian

205 Folwell Hall: 612/625-2080

**Nor 1002 Beginning Norwegian**

(Sec 001, 003); Credit will not be granted if credit has been received for: NOR 4002, NOR 4002; 5 cr; prereq 1001; meets DELM req of classroom

**Instructor:** STAFF

**Description:** The course continues the beginning language students' acquisition of proficiency in all four areas of Norwegian: listening, speaking, reading and writing. Students will also gain knowledge of Norwegian culture through various means, including: the required text, "PA VEI" and the CD and grammar diskette which accompany the workbook. Lecture, class discussions and classroom exercises will be conducted in Norwegian. Class sessions will emphasize interactive communicative activities in pairs and small groups, with a focus on improving listening and speaking skills. Additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Norway is an integral part of the course. See the description for Nor 4002 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.

**Class time:** 10% lecture, 70% Discussion, 20% Laboratory

**Work load:** 5 pages of reading per week, 12 pages of writing per semester, 7 exams, skits and presentations

**Grade:** 6% mid-semester exam(s), 20% final exam, 35% quizzes, 14% class participation, 25% 14% homework, 6% skit, 5% journal

**Exam format:** structured exercises in all 4 modalities and grammar, pronunciation, vocabulary and culture

**Course URL:** <http://www.webct.umn.edu>

**Nor 1004 Intermediate Norwegian**

(Sec 001, 002); Credit will not be granted if credit has been received for: NOR 4004, NOR 4004; 5 cr; prereq 1103; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course continues the presentation of Norwegian language skills begun in 1001-2. It is designed to review and expand your knowledge of Norwegian language structure, and to increase your comprehension and communicative abilities in the language. The primary text for the course is Stein pa stein by Ellingsen and MacDonald with an accompanying workbook with CD and grammar diskette. Students should expect to prepare at home for proficiently and actively participating in large and small-group interactive communicative activities in class. At this level, you will be reading and listening to more advanced authentic Norwegian material and you will expand and refine your vocabulary and your knowledge of grammar. The 1003-1004 course sequence will prepare you for the Graduation Proficiency Text (GPT) that you will take toward the end of 1004. See the description for Nor 4004 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.

**Class time:** 10% lecture, 70% Discussion, 20% Laboratory  
**Work load:** 10 pages of reading per week, 6 pages of writing per semester, 3 exams, 2 papers

**Grade:** 100% 50% reading/writing; 50% oral/aural

**Exam format:** written essays, listening and reading protocols, structural exercises, oral interviews

**Course URL:** <http://www.webct.umn.edu>

**Nor 4002 Beginning Norwegian**

**(Sec 001, 003); Credit will not be granted if credit has been received for: NOR 1002, NOR 1002; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** See the course description for Nor 1002. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Nor 1002 under the number Nor 4002 for 2 credits. Contact the department office, 612-625-2080, for a permission number.

**Class time:**

**Work load:** 5 pages of reading per week, 12 pages of writing per semester, 7 exams

**Grade:** 6% mid-semester exam(s), 20% final exam, 34% quizzes, 14% class participation, 25% 6% skit, 5 % journal, 14% homework

**Course URL:** <http://www.webct.umn.edu>

**Nor 4004 Intermediate Norwegian**

**(Sec 001, 002); Credit will not be granted if credit has been received for: NOR 1004, NOR 1004; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** See the course description for Nor 4004. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Nor 1004 under the number Nor 4004 for 2 credits. Contact the department office, 612-625-2080, for a permission number.

**Work load:** 10 pages of reading per week, 6 pages of writing per semester, 3 exams, 2 papers

**Course URL:** <http://www.webct.umn.edu>

**Off-Campus Study**

**220 Johnston Hall: 612/624-7577**

**OCS 3550 National Student Exchange: Off-Campus Study (Sec 001); 0 cr; S-N only; prereq dept consent ; meets DELM**

**req of classroom**

**Instructor:** STAFF

**Description:** This course registration allows students to study in a different part of the United States for up to a year through National Student Exchange. There are more than 170 National Student Exchange (NSE) institutions in Hawaii, Florida, and 48 other states and regions, including Puerto Rico, Guam, the Virgin Islands, and Canada. The application deadline for participation in the following academic year is mid-February. Prerequisite: application and acceptance into the National Student Exchange program in the Career and Community Learning Center.

**Operations and Management Sciences**

**3-140 CarlSMgmt: 612/624-7010**

**OMS 2550 Business Statistics: Data Sources, Presentation, and Analysis**

**(Sec 001, 004, 007, 010, 020); Credit will not be granted if credit has been received for: OMS 2550H, OMS 2550H; 4 cr; A-F only; prereq [Math 1031 or equiv], at least 30 cr; credit will not be granted if credit received for: 1550; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Exploratory data analysis, basic inferential procedures, statistical sampling/design, regression/time series analysis. How statistical thinking contributes to improved decision making.

**OMS 3056 Operations Planning and Control**

**(Sec 020); 4 cr; A-F only; prereq 3001 or instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Concepts and principles related to designing, controlling, and improving production and inventory management systems throughout the supply chain. Topics include capacity planning, inventory planning, production planning, forecasting methods, Material Requirements Planning (MRP), Just-in-Time, and theory of constraints.

**OMS 3059 Quality Management and Six Sigma**

**(Sec 020); 4 cr; A-F only; prereq 3001 or equivalent or instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Planning and organizing performance improvement of processes, products, and services; Six Sigma process management systems; quality aspects of product/service design; quality determination cost, customer/vendor relations; process control; quality control; management of improvement process; and organizational assessment of quality. Introduction to concepts relevant to service/manufacturing.

**Philosophy**

**831 Heller Hall: 612/625-6563**

**Phil 1001 Introduction to Logic**

**(Sec 001, 020); Credit will not be granted if credit has been received for: PHIL 1011, PHIL 1001H, PHIL 1001H, PHIL 1001H, PHIL 1001H, PHIL 1001H, PHIL 1021, PHIL 1021, PHIL 1021; 4 cr; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Have you ever heard an argument that you knew wasn't any good, but you didn't have the tools you needed to show what was wrong with it? This course will give you those tools. We will look at many different kinds of arguments and we will identify the patterns of good and bad arguments. You will

learn a method for describing and analyzing these patterns so that you will be able to evaluate even very complicated arguments in a straightforward way. Armed with these abilities you will be able to diagnose the problems with faulty arguments and you will be better equipped to come up with excellent arguments of your own. Your writing will become clearer, better argued, and more forceful. And most of all, you will become a clearer and more reasonable thinker. Logic cannot teach you what to think, but it will teach you how to think, and thinking logically is a crucial skill for you as a student and a citizen.

**Phil 1905 Topics: Freshman Seminar: Who Told You This? Or, Thinking Things Through (Sec 001); 3 cr; A-F only; prereq freshman; meets DELM req of classroom**

**Instructor:** Nounou, Antigone M.

**Description:** "Philosophy is to be studied, not for the sake of any definite answers to its questions, since no definite answers can, as a rule, be known to be true, but rather for the sake of the questions themselves", wrote Bertrand Russell in his paper The Value of Philosophy. The ultimate benefit from engaging in such studies, he claimed, is that "through the greatness of the universe which philosophy contemplates, the mind also is rendered great, and becomes capable of that union with the universe which constitutes its highest good". Although it is impossible to achieve this highest aim in the course of one semester, we will engage in philosophical readings in ways that will enable us to cultivate, to some extent, the freedom and impartiality that are inherent in the philosophical discourse. We will read philosophical works, old and new, tackling issues that have triggered philosophical contemplations since the ancient times but are still relevant today. Are we justified in believing that knowledge of the world should be based on reason only? Is mind the same as brain? Is there a basis for our morals? Possible answers to these, and similar, questions will be studied and critically examined.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 15-30 pages of reading per week, 3 papers

**Grade:** 100% written reports/papers

**Phil 3993 Directed Studies**

**(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Students may contact the instructor or department for information.

**Phil 4010 Ancient Philosophers**

**(Sec 001); 3 cr; max crs 6; prereq 3001 or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Peterson, Sandra L !!CLA Distinguished Tchg Awd!!

**Description:** The course will study the philosophy of Socrates as he is depicted in some of Plato's dialogues. The main readings will be Plato's Alcibiades I, Hippias Minor, Gorgias, Euthydemus, and Apology. Some sample topics are Socrates' profession that he knows nothing important, Socrates' proposal that no one does wrong willingly, and Socrates' argument that it is better to suffer injustice than to do it. We will also consider some accounts of the relation between (a) the views of the historical Socrates, (b) the views of the avowedly ignorant Socrates depicted in some of Plato's dialogues, (c) the views of the apparently doctrinal and not ignorant Socrates depicted in other dialogues of Plato's, and (d) the views of the author Plato.

**Class time:** 100% Discussion

**Work load:** 40 pages of reading per week, 16-18 pages of writing per semester, 4 papers

**Grade:** 80% written reports/papers, 20% class participation

**Phil 4993 Directed Studies**

**(Sec 001, 002); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**Phil 5211 Modal Logic**

**(Sec 001); 3 cr; prereq 5201 or instr consent; meets DELM req of classroom**

**Instructor:** Hanson, William H !!Morse Alumni Award!!

**Description:** This course is an introduction to modal propositional and predicate logic and to some of the philosophical problems that inevitably arise in the course of their study. Students will be expected to know something about non-modal logic (roughly, the material covered in Phil 5201). On the formal side we'll cover model-theoretic semantics, tableau-style derivation rules, and proofs that the derivation rules are sound and complete with respect to the semantics--all this for a number of different modal logics. Among the philosophical questions we'll consider are whether any of the logics we study is the correct modal logic, and whether accepting model-theoretic semantics for modal languages commits us to the existence of merely possible entities (e.g., possible worlds, possible individuals).

**Class time:** 80% lecture, 20% Discussion

**Work load:** 4 exams

**Grade:** 10% problem solving, 90% exams

**Exam format:** Problem solving

**Phil 5993 Directed Studies**

**(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

## Physical Education

220 Cooke Hall: 612/625-5300

**PE 1004 Diving: Springboard**

**(Sec 001); 1 cr; OPT No Aud; prereq 1007 or equiv or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** All class materials provided. Course open to anyone interested in learning about diving as a sport. Course involves notes on technical aspects of competitive diving, actual participation in learning how to dive, safely and correctly.

**Class time:**

**Work load:** 3 pages of writing per semester, 1 exams, 1 papers

**Grade:** 10% written reports/papers, 20% quizzes, 50% class participation

**Exam format:** Multiple choice, matching, fill-in-the-blanks

**PE 1007 Beginning Swimming**

**(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is designed to introduce students to basic aquatic safety and to teach the fundamentals of swimming and hydrodynamics. Students will: gain a basic understanding of the principles of hydrodynamics and stroke mechanics; be introduced to the five basic strokes; demonstrate basic aquatic skills; read about the concepts of hydrotherapy for disabilities and other conditions; and gain knowledge of opportunities which exist for competitive activities and for a lifetime enjoyment of aquatics. The required textbook is American Red Cross "Swimming and Diving". This same text will be used for both PE 1007 and PE 1107. Students will be swimming and practicing in the pool for every class meeting with the exception of written exam days. Students are welcome to attend more than one section of class for extra practice time.

**Class time:** 10% lecture, 90% 90% in-water practice

**Work load:** 20 pages of reading per week, 4 exams  
**Grade:** 20% mid-semester exam(s), 20% final exam, 25% quizzes, 35% class participation  
**Exam format:** Written exams: 25 questions multiple choice; practical quizzes: in-water skills test

There will be a \$35 equipment fee.  
**Class time:** 10% lecture, 90% skills and activities  
**Work load:** 2 exams  
**Grade:** 10% mid-semester exam(s), 10% final exam, 80% class participation  
**Exam format:** One T/F test and one short answer test

**PE 1014 Conditioning**

**(Sec 001-009); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Conditioning is a beginning-level class. It is designed to introduce the basic fundamentals of personal fitness. The topics covered are the following: principles of fitness, health-related and motor-skill related components of fitness, principles of training and conditioning programs, nutrition, weight control, common fitness injuries, and stress management. Heart rate monitor required; may be purchased at URCTR for approximately \$50.

**Class time:** 5% lecture, 95% physical activity

**Work load:** 12 pages of reading per week, 2-3 pages of writing per semester, 1 exams, 1 papers

**Grade:** 20% final exam, 20% written reports/papers, 30% class participation, 30% attendance

**Exam format:** multiple choice, true/false, matching

**PE 1015 Weight Training**

**(Sec 001-007); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Designed as an introductory course in weight training, the course stresses the physiological considerations of weight lifting; selecting exercises for a basic program, charting workouts, nutritional considerations and the safety of weight training.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 1 exams, 1 papers

**Grade:** 20% final exam, 10% written reports/papers, 70% class participation

**Exam format:** multiple choice, fill in the blank

**PE 1016 Posture and Individual Exercise**

**(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Basic fundamentals of good posture, individual exercise, fitness, and mental attitude will be emphasized. Included will be, flexibility exercises, cardiovascular fitness, nutrition, weight control, stress management, positive mental health, and overall sound body and mind activities which translate into a positive attitude and good health. Objectives: Upon completion of the course the student should have: developed a positive attitude of cardiovascular health and overall fitness; gained an understanding and appreciation for fitness; been exposed to different forms of fitness training; developed a personal program for fitness outside of class; learned techniques for healthy eating habits; learned techniques of mental control and stress management.

**Class time:** 2% lecture, 98% participation physical.

**Work load:** 1-2 pages of reading per week, 2-3 pages of writing per semester, 1 exams, 1 papers

**Grade:** 10% written reports/papers, 10% special projects, 30% class participation, 50% attendance.

**Exam format:** Short answer.

**PE 1029 Handball**

**(Sec 001-003); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** Hiber, Matthew Frank

**Description:** This course has been designed as an introductory level activity program for handball players. Its intent is to familiarize students with the rules of handball and teach the fundamental skills of this challenging sport. Daily activities will focus on entry-level drills, playing games, and learning appropriate handball etiquette. Students will be expected to purchase handball gloves, handballs, and protective eyewear.

**PE 1032 Badminton**

**(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This is a beginning-level class designed to introduce the student to the basic fundamentals of badminton. The following topics will be covered: badminton terminology, game rules of singles and doubles, services, shots, returns, and basic strategies. The text for the course will be "Badminton Today" by Wadood and Tan (1990). General requirements for the course are: 1) assigned reading which the student will be able to apply during on-court exercises; 2) be able to document information learned in class and from readings in the form of a written final exam; and 3) demonstrate court skills which are evaluated through on-court performance assessments. There will be a \$10 equipment fee.

**PE 1033 Foil Fencing**

**(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Fencing fundamentals, including basic foil techniques, movement, a general overview of fencing as a recreational sport and an Olympic sport, and the history of fencing.

**Class time:** 10% lecture, 90% Laboratory

**Work load:** 2 exams

**Grade:** 10% final exam, 90% lab work

**Exam format:** multiple choice

**PE 1034 Judo**

**(Sec 001, 002); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** Crone, Tom

**Description:** The judo class instructs students in the basic skills of throwing, grappling (matwork), choking and arm lock techniques, and falling skills. These are the basic skills used in contest judo, and also have personal defense application of a very realistic and practical nature. Students are also given an appreciation of the evolution of judo from Jiu-Jitsu, and they learn the fundamental rules and scoring of contest. Action videos are used both for instruction of techniques and appreciation of contests. The principles of judo and its philosophy as they apply to daily life enhancement, are also covered.

**Class time:** 5% lecture, 5% Discussion, 90% 2 handouts, 1 page each, spring semester-class booklet required

**Work load:** 2 exams, A 25 page Judo booklet is required reading

**Grade:** 25% mid-semester exam(s), 25% final exam, 50% class participation

**Exam format:** Matching, multiple choice, true/false

**PE 1035 Karate**

**(Sec 001-003); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** Fusaro, Robert L

**Description:** This course will introduce the student to Japanese Shotokan Karate (traditional karate); a style of karate that is natural and functional. Students will learn proper posture and methods to develop power and control utilizing feet, legs, and hips. The principal of body dynamics, which Shotokan Karate is noted for, will enable a person of 100 pounds or less to develop power capable of defending themselves against a person of greater size and weight. Shotokan Karate is a non-contact martial art in which no protective gear or gloves of any type is worn. Therefore, control is essential. Men, women, and children can participate in this exhilarating martial art without fearing for their well-being. Structural foundation is essential for developing a delivery system for blocking, kicking, and punching, techniques

which are basic elements of self-defense. These movements will be reviewed throughout the entire semester. A portion of the latter half of the course will be devoted to application of these basic techniques. Purchase of GI uniform is encouraged; GI uniform is available through the instructor at a cost of \$35.

**Class time:** 15% Discussion, 80% training; 5% exams  
**Grade:** 20% mid-semester exam(s), 70% final exam, 10% Attendance

**Exam format:** Mid-term: 20 short multiple choice questions; Final: physical test on basic movements worked on during the semester

#### PE 1036 Racquetball

**(Sec 001, 002); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Learn the fast-paced and exciting sport of racquetball. In addition to learning the skills of racquetball, you will be able to get a workout at the same time. The course will cover the rules, etiquette, basic strategy, and a variety of shots. Students will be introduced to the forehand and backhand drive strokes, lob shots, 2 shots, pinch shots, kill shots, back-wall shots, and a variety of serves. This is an opportunity to start a lifetime sport. There will be a \$10 equipment fee.

**Class time:** 10% lecture, 60% practicing racquetball skills; 30% playing points

**Work load:** 8 pages of reading per week, 2 exams, 8 weekly quizzes (true-false)

**Grade:** 10% mid-semester exam(s), 20% final exam, 40% class participation, 30% skills test

**Exam format:** short answer

#### PE 1037 Squash Racquets

**(Sec 001, 002); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course has been designed as an introductory-level activity program for squash players. Its intent is to familiarize the individual with the international dimension courts, and basic equipment for novice players. Daily lessons will focus on entry-level technique as well as safety on and around the court. Upon completion of this course, students will: 1) be able to describe the basic dimensions and markings of an international squash rackets court; 2) be able to select and care for equipment; 3) understand and apply basic rules for play; 4) learn the foundations of a competitive swing; 5) acquire simple court strategy. The texts for the course include the well-illustrated "How to Win at Squash" by Wilkinson (1989), and the "International Rules Book." General requirements for the course are: 1) assigned reading which the student will be able to apply during on-court exercises; 2) be able to document information learned in class and from reading in the form of two written exams; 3) demonstrate court skills which are evaluated through on-court performance assessments; 4) complete an outline of one of the assigned readings and be prepared to orally present their summary to the class. There will be a \$10 equipment fee.

**Class time:** 10% lecture, 10% Discussion, 80% court

**Work load:** 10 pages of reading per week, 1 page of writing per week.

**Grade:** 35% final exam, 15% written reports/papers, 20% class participation, 30% performance evaluation.

**Exam format:** multiple choice, essay

#### PE 1038 Beginning Tennis

**(Sec 001-006); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This class is designed for players with little or no experience or for players with experience who want to review the basics. Topics to be covered include: tennis terminology, stroke, fundamentals, game rules, and basic positioning for singles and doubles play, footwork, and tennis etiquette. Students must have official tennis shoes with light-colored soles. There will be a \$10

equipment fee.

**Class time:** 15% Discussion, 85% drill and play

**Work load:** 10 pages of reading per week, 2 exams

**Grade:** 25% mid-semester exam(s), 25% final exam, 50% class participation

**Exam format:** multiple choice, true/false, short answer

#### PE 1042 Orienteering

**(Sec 001-003); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** To familiarize the student with basic land navigation skills as they pertain to orienteering. This course is open to all students. Orienteering is a physical course, due to the movement through wooded terrain. Students will be required to go to two orienteering meets on the weekends.

**Class time:** 20% lecture, 80% practical exercise.

**Work load:** 2 pages of reading per week, 1 exams, 2 orienteering meets on weekends.

**Grade:** 50% final exam, 50% class participation

**Exam format:** Multiple choice.

#### PE 1044 Self-Defense

**(Sec 003); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** Bendickson, Anita Olivia

**Description:** Course consists of learning basic physical and psychological skills to help the student recognize and act in crisis and pre-crisis situations: to avoid or stop physical assault, harassment, irritating and/or dangerous situations and encounters. Physical skills include basic striking, kicking, shifting (learning to move out of the way), blocking, and specialized techniques for specific situations. Psychological skills include learning to analyze self-defense situations, i.e., what strengths does the student have, what vulnerabilities does his/her opponent have and what opportunities are there to apply those strengths and use those vulnerabilities. This includes developing an understanding of force, eye contact and strong body language, and basic verbal skills such as assertiveness. Class work will include drills in physical techniques to develop coordination and strength, practice time in hitting and kicking bags, many controlled situations with partners (including floor, weapon, and multiple attacker situations) to teach basic skills of analysis and application.

**Class time:** 10% Discussion, 90%

**Work load:** 1 exams, 1 papers, Physical practice of individual and partner exercises

**Grade:** 50% final exam, 20% written reports/papers, 30% class participation

**Exam format:** Physical demonstration of basic skills plus student's choice of one from each of the following four categories (partner exercises): 1) basic blocking, 2) response to a grab from the front, 3) response to a grab from behind, 4) one special situation

#### PE 1045 Rock Climbing

**(Sec 001, 002); 1 cr; OPT No Aud; prereq Good general health, no [neck or back] problems; meets DELM req of classroom**

**Instructor:** Hoffman, Mitchell Lee

**Description:** This course starts from square one and covers safety, knots, climbing techniques and basic anchor building. A comprehensive introduction to indoor rock climbing. Much of the time is spent actively climbing on the wall. Active participation and in class activities are the bulk of the grading and curriculum. Course is held at the St. Paul Gymnasium Climbing Wall.

#### PE 1048 Bowling

**(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Designed as an introductory course in bowling, the course stresses fundamentals of stance, approach and delivery, scoring, bowling terminology, and etiquette. There is a \$40.00 facility fee.

**Class time:** 2% lecture, 20% Discussion

**Work load:** 2 exams

**Grade:** 10% mid-semester exam(s), 10% final exam, 80% class participation

**Exam format:** multiple choice, fill in the blank

**Grade:** 20% final exam, 20% written reports/papers, 20% in-class presentations, 30% class participation, 10% class attendance.

**Exam format:** Multiple choice, T/F, matching.

#### PE 1053 Ice Skating

(Sec 001, 002); 1 cr; OPT No Aud; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This class is designed for beginning ice skaters. Equipment, safety issues, ice skating techniques, terminology, and other relevant information will be taught. Fundamentals that will be covered include: basic skating, stopping, turning, balance techniques and various other skills from both the forward and backward positions. Skate rental is available on site.

**Class time:** 25% lecture, 75% Laboratory

**Work load:** 2 exams, One written exam, one skills exam.

**Grade:** 35% final exam, 30% class participation, 35% lab work

**Exam format:** short answer

#### PE 1065 Beginning Tumbling and Gymnastics

(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course is designed for individuals with little or no tumbling/spotting experience. Students will learn the fundamentals of basic tumbling skills including rolls, handstands, cartwheels, extensions, handsprings, and sommies (flips), accompanied by the appropriate spotting techniques. Students will also experience teaching a skill to a small group of classmates. Safety issues in tumbling and gymnastics will be addressed.

**Class time:** 15% lecture, 85%

**Work load:** 2-10 pages of reading per week, 1 exams, 2 performance evaluations, 1 project

**Grade:** 20% mid-semester exam(s), 20% final exam, 20% special projects, 40% class participation

**Exam format:** true/false, multiple choice, short answer

#### PE 1055 Golf

(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Proper grip, stance, ball address, swing, club selection, psychological management, rules, and etiquette. Basic instruction in analyzing, assisting with, and coaching golf.

#### PE 1056 Nordic (Cross-Country) Skiing

(Sec 001-003); 1 cr; OPT No Aud; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course is designed to introduce the beginner-intermediate skier to the fundamentals of classical cross-country skiing. Its intent is to familiarize students with equipment, clothing, skills, and proper technique. This class meets at Como Park in St. Paul. Students may carpool, drive, or bus. Students will be expected to provide classical ski equipment: wax-less or wax-able (fish-scales or no fish-scales). Skate skis should not be used. Rental skis are available from the University of Minnesota's Center for Outdoor Adventure for the duration of the course \$95. Contact (612) 625-8790. To purchase equipment, many retail shops have a ski package discount or student discount. Range: \$250-\$375. Visit REI, Joe's Sporting Goods, Finn Sisu, or Hoigaard's. All are located within 15 minutes drive of Campus. Equipment will not be needed on the first day of class.

**Class time:** 10% lecture, 90% skills and physical activity

**Work load:** 8 pages of reading per week, 1 exams

**Grade:** 10% final exam, 10% skill evaluation; 80% attendance/participation

**Exam format:** Short answer and fill in blank

#### PE 1067 Basketball

(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Participation-based course emphasizing basketball fundamentals such as passing, dribbling, shooting, as well as basic fast-break, offensive and defensive principles. Undergraduate and graduate students are encouraged to join the class. Students will scrimmage at times and will be tested on the rules and basketball fundamentals they learn during the course.

**Class time:** 20% lecture, 5% Discussion, 75%

**Work load:** 5-15 pages of reading per week, 5-7 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 30% final exam, 20% written reports/papers, 30% class participation

**Exam format:** multiple choice, true/false, short answer

#### PE 1057 Beginning Skiing

(Sec 001, 002); 1 cr; OPT No Aud; prereq \$100 facility fee; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Introduction to alpine skiing. Students are taught to stop, turn, and use lifts, as well as safety, etiquette, and purchase of equipment. Class held at Hyland Hills ski area in Bloomington.

#### PE 1059 Track and Field

(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Track and Field is a beginning-level class. It is designed to introduce the student to the nature and significance of Track and Field. The following topics will be covered: conditioning and training, events and skills, strategies, track and field knowledge, equipment, and facilities and technology.

**Class time:** 10% lecture, 90% physical activity.

**Work load:** 15 pages of reading per week, 1 pages of writing per semester, 1 exams, 1 papers, presentations by students.

#### PE 1071 Beginning Cricket

(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom

**Instructor:** Budhwani, Nadir NoorAli

**Description:** This course is designed to introduce students to fundamentals of Cricket. Students will learn about laws of Cricket, bowling and batting techniques, and competitive and recreational Cricket opportunities. This class is open to all students who have little or no experience of playing Cricket. Topics to be covered include: Fundamentals of Cricket, terminology, game rules, pitching/bowling, batting/hitting, playing various strokes, field positioning, footwork, and Cricket etiquette. Students must wear tennis shoes. Cricket equipment-bats, balls, and wickets, will be provided.

**Class time:** 15% lecture, 85%

**Work load:** Midterm and Final

**Grade:** 20% final exam, 80% Attendance and Participation

**Exam format:** Short answer, T/F, and skills test

#### PE 1072 Soccer

(Sec 001); 1 cr; OPT No Aud; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This is a beginning level class. The class is designed to introduce the student to the basic fundamentals of soccer. The following topics will be covered; sportsmanship both on and off the field, game rules, soccer terminology, participation and competition drills, fundamental soccer skills, understanding values derived from active participation, and practical instruction in strategy.

**Class time:** 15% lecture, 85% Physical activity and demonstrations

**Work load:** 15 pages of reading per week, 1 exams, 1 papers

**Grade:** 20% final exam, 20% written reports/papers, 60% class participation

**Exam format:** Multiple choice, true/false, matching

**PE 1074 Beginning Volleyball****(Sec 001-004); 1 cr; OPT No Aud; meets DELM req of classroom****Instructor:** STAFF**Description:** This is an introductory course aimed at the beginning student in volleyball. Students will learn the fundamentals of the sport, including setting, serving, passing, and blocking. The course will also include an understanding of the rules and strategies involved in volleyball. Particular emphasis is placed in practical application of knowledge and game situations.**Class time:** 10% lecture, 90% Practical practice and application**Work load:** 0-30 pages of reading per week, 2 exams, practical testing**Grade:** 20% mid-semester exam(s), 35% final exam, 45% class participation

mandatory).

**Grade:** 20% mid-semester exam(s), 70% final exam, 10% attendance.**Exam format:** Midsemester: 20 short multiple choice questionnaire. Final: physical test on basic movements worked on during semester.**PE 1138 Intermediate Tennis****(Sec 001, 002); 1 cr; OPT No Aud; prereq 1038 or equiv or instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** This class is designed for players with at least a fundamental level of experience. Topics to be covered include: tennis terminology, review of stroke fundamentals, positioning and basic strategy for singles and doubles, footwork, shot selection and tennis etiquette.**Class time:** 15% Discussion, 85% drills and play.**Work load:** 10 pages of reading per week, 2 exams**Grade:** 25% mid-semester exam(s), 25% final exam, 50% class participation**Exam format:** Multiple choice, T/F, short answer.**PE 1075 Ice Hockey****(Sec 001-003); 1 cr; OPT No Aud; prereq 1053 or equiv or instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** This class is designed for the experienced skater who wants to become knowledgeable about hockey. Offensive and defensive strategies and techniques will be taught. Scrimage play will also be a large portion of the class. Goalies are encouraged to take the class. Students need their own equipment. Skate rental available on site.**Class time:** 25% lecture, 75% Laboratory**Work load:** 2 exams, 1 papers**Grade:** 20% mid-semester exam(s), 20% final exam, 60% class participation**Exam format:** Multiple choice, T/F, short answer.**PE 1154 Figure Skating****(Sec 001, 002); 1 cr; OPT No Aud; prereq 1053 or equiv or instr consent; meets DELM req of classroom****Instructor:** Shetka, Amy L**Description:** This class is for intermediate to advanced figure skaters or those who have successfully completed PE 1053. Previous knowledge of skating fundamentals such as forward and backward crossovers, turns and stopping is required. Advanced skating skills will be taught with an emphasis on Jumps, Spins, Moves in the Field footwork sequences, beginning Ice Dance and choreography. Figure Skate rental available on site.**Class time:** 25% lecture, 75% Laboratory**Work load:** 2 exams, One written exam, one skills exam**Grade:** 35% in-class presentations, 30% class participation**Exam format:** Short answer**PE 1107 Intermediate Swimming****(Sec 001-003); 1 cr; OPT No Aud; prereq 1007 or equiv, proficient ability to swim 100 meters or instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** This course is designed to improve a swimmer's stroke proficiency and to develop an appreciation for aquatic safety principles. Students will: gain a more advanced understanding of the principles of hydrodynamics and stroke mechanics, develop greater proficiency in their strokes; demonstrate basic pool-side rescue techniques and use of pool safety equipment; gain an understanding of basic diving techniques and will demonstrate a satisfactory level of proficiency in diving skills, develop an understanding of competitive swimming and diving and will be able to perform starts and turns used; learn the principles of aquatic fitness; gain knowledge of opportunities which exist for competitive activities and for a lifetime enjoyment of aquatics. First day of class we do not swim. Enter through Rec Center main door.**Class time:** 10% lecture, 90% in-pool practice**Work load:** 30 pages of reading per week, 4 exams**Grade:** 20% mid-semester exam(s), 20% final exam, 30% quizzes, 30% class participation**Exam format:** written exams- multiple choice; practical exams- in-pool demonstration of skills**PE 1157 Intermediate Skiing****(Sec 001, 002); 1 cr; OPT No Aud; prereq 1057 or equiv or instr consent; assessment is made to determine skill level; \$100 facility fee; meets DELM req of classroom****Instructor:** STAFF**Description:** Developing advanced skills in alpine skiing. Skiing safely on more difficult terrain. Class held at Hyland Hills ski area in Bloomington.**PE 1165 Intermediate Tumbling and Gymnastics****(Sec 001); 1 cr; OPT No Aud; prereq 1065 or instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** This course is designed for individuals with moderate experience in tumbling. Students will expand upon the fundamentals of tumbling including rolls, handstands, cartwheels, extensions, handsprings, sommies, twisting, and combinations, accompanied by the appropriate spotting techniques. Students will experience teaching a skill to a small group of classmates, and create a floor exercise routine by the standard of USA gymnastics rules and guidelines.**Class time:** 15% lecture, 85% participation.**Work load:** 2-10 pages of reading per week, 2 exams, 1 project, 1 routine.**Grade:** 20% mid-semester exam(s), 40% special projects, 40% class participation**Exam format:** Participation/skills test.**PE 1135 Intermediate Karate****(Sec 001); 1 cr; OPT No Aud; prereq 1035 or equiv or instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** Shotokan Karate (traditional) is based on non-contact and emphasizes self-defense principles. The class will focus on improving all basic techniques which were taught in Section I, Beginners Course. More detailed information will be discussed on utilization of inner forces which create movement, and focus on principles in the development of speed and force. The course will also include the introduction of Kata (form) specifically, Heian Sho-Dan and Kumite (Ippon Kumite) which is a form of beginning sparring.**Class time:** 15% Discussion, 85% 80% training and 5% exams.**Work load:** no work outside of class (Purchase of Gi (uniform)**PE 1205 Scuba and Skin Diving****(Sec 002, 004); 1 cr; OPT No Aud; prereq Ability to swim 400 yds comfortably or instr consent ; meets DELM req of classroom****Instructor:** Karl, Robert J**Description:** This course is available to all students and

prospective students (through the College of Continuing Education) at the University. The course consists of classroom instruction and practical pool work. SCUBA Certification is not included in the course. The third part necessary for certification (4-open water dives) can be arranged through the instructor at an additional charge. students may also decide to get a referral letter and take their openwater dives at numerous locations around the world. Classroom subjects include the physics and physiology of diving, equipment, decompression, dive planning, emergencies, and the marine environment. Some topics require mandatory attendance. Pool work covers all necessary applications to diving. All students must be comfortable being in the water, and must be able to swim a minimum of 400 yards. Students should plan on attending all class and pool sessions, as quizzes will be administered throughout the course and all pool work is built on previously learned skills. All evening students and all day school students whose classes start on Thursdays, must come to the first class with appropriate swimming attire (i.e. swimming suits). Evening classes have a 2-hr. lecture period followed by 2 hrs. of pool work. Day classes have lectures on Tuesdays and pool work on Thursdays. Please check the website <http://SuperiorExpeditions.com/> for forms and notes for requirements and limitations for SCUBA diving. There will be a \$85 course fee.

**Class time:** 50% lecture, 50% Laboratory

**Work load:** 30 pages of reading per week, 5 exams, Please read medical forms and information before registering for PE 1205 SCUBA.

**Grade:** 33% final exam, 33% quizzes, 33% class participation

**Exam format:** multiple choice

#### PE 1205 Scuba and Skin Diving

**(Sec 001, 003, 005); 1 cr; OPT No Aud; prereq Ability to swim 400 yds comfortably or instr consent ; meets DELM req of classroom**

**Instructor:** Karl, Robert J

**Description:** This course is available to all students and prospective students (through the College of Continuing Education) at the University. The course consists of classroom instruction and practical pool work. SCUBA Certification is not included in the course. The third part necessary for certification (4-open water dives) can be arranged through the instructor at an additional charge. students may also decide to get a referral letter and take their openwater dives at numerous locations around the world. Classroom subjects include the physics and physiology of diving, equipment, decompression, dive planning, emergencies, and the marine environment. Some topics require mandatory attendance. Pool work covers all necessary applications to diving. All students must be comfortable being in the water, and must be able to swim a minimum of 400 yards. Students should plan on attending all class and pool sessions, as quizzes will be administered throughout the course and all pool work is built on previously learned skills. All evening students and all day school students whose classes start on Thursdays, must come to the first class with appropriate swimming attire (i.e. swimming suits). Evening classes have a 2-hr. lecture period followed by 2 hrs. of pool work. Day classes have lectures on Tuesdays and pool work on Thursdays. Please check the website <http://SuperiorExpeditions.com/> for forms and notes for requirements and limitations for SCUBA diving. There will be a \$85 course fee.

**Class time:** 50% lecture, 50% Laboratory

**Work load:** 30 pages of reading per week, 5 exams, Please read medical forms and information before registering for PE 1205 SCUBA.

**Grade:** 33% final exam, 33% quizzes, 33% class participation

**Exam format:** multiple choice

#### PE 1306 Lifeguard Training

**(Sec 001); 1 cr; OPT No Aud; prereq [Proficiently swim 500 meters, at least 17 yrs old] or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Lifeguard training is a class for anyone aged 17 and older with a moderate to high swimming ability. The class

covers current American Red Cross courses. Upon successful completion, certificates will be obtained in the following categories: American Red Cross Lifeguarding Today and first aid, CPR for the Professional Rescuer, and Waterfront Lifeguarding. Pre-course screening: 500-yard continuous swim using breaststroke, crawlstroke, and sidestroke, treading water for two minutes without use of hands, and retrieving a brick from a 7-foot depth in the water. There is a course fee of \$30.00.

**Class time:** 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% hands-on skill

**Work load:** 4 exams

**Grade:** 25% mid-semester exam(s), 25% final exam

**Exam format:** multiple choice, essay

## Physical Therapy

**382 Children's Rehabilitation Center:  
612/626-5303**

#### PT 1002 Orientation to Physical Therapy

**(Sec 002); 1 cr; S-N only; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** PMed 1002, Orientation to Physical Therapy is a survey course designed to provide information about physical therapy as a career choice. Lecture topics include physical therapy practice areas of pediatrics, geriatrics, sports medicine, orthopedics and neurological rehabilitation. Lectures on history, general practice issues, patient perspectives, career specialization, pre-requisite courses, clinical exposure and admissions are also included. Students are required to write summaries of selected lectures and to complete a short essay examination.

## Physics

**148 Tate Laboratory of Physics:  
612/624-7375**

#### Phys 1001W Energy and the Environment

**(Sec 100); 4 cr; prereq 1 yr high school algebra; meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course addresses current issues of the relationship between energy use and the environment by starting with the fundamental physics principles of force and energy, and demonstrating how these concepts apply to Electricity and Magnetism, Thermodynamics, Chemical Physics and Nuclear Power generation. These principles are applied to specific applications by examining topics such as power production, acid rain and fuel resources. The consequences of fundamental physics on public policy will also be discussed in this context. Math skills at the level of high school algebra are assumed. The accompanying laboratory is a series of short experiments which illustrate the concepts as they are presented in class.

**Class time:** 60% lecture, 10% Discussion, 30% Laboratory

**Work load:** 30 pages of reading per week, 30 pages of writing per semester, 3 exams, 4 papers, 12 laboratory reports

**Grade:** 20% mid-semester exam(s), 20% final exam, 15% written reports/papers, 5% quizzes, 25% lab work, 15% problem solving

**Exam format:** A combination of short written statements, multiple choice, and short calculations.

**Course URL:** <http://www.physics.umn.edu>

#### Phys 1101W Introductory College Physics I

**(Sec 100); 4 cr; prereq High school algebra, plane geometry, trigonometry; primarily for students interested in technical**

**areas; Credit will not be granted if credit received for: 1107, 1201W, 1301W, 1401V; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** 1101W/1102W is designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth; we will go at a pace which should make that possible. This is not a survey of all physics. Phys 1101W will emphasize the dynamics approach to physics with the description of motion of interacting objects and the forces that they exert on each other. We don't assume that you have taken previous physics courses. But it is assumed that you are able to do algebra, including solving quadratic and simultaneous equations, interpret simple graphs, and know some basic geometry, especially the geometry of triangles; the use of sine, cosine, and tangent; and the Pythagorean theorem. A laboratory is included to allow you to apply both the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A recitation section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills.

**Class time:** 50% lecture, 15% Discussion, 35% Laboratory

**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 5 exams, 7 laboratory reports

**Grade:** 40% mid-semester exam(s), 30% final exam, 10% written reports/papers, 10% lab work, 10% problem solving, 0% The workload, grade and effort percentages in this document are subject to change on the syllabus.

**Exam format:** A combination of short written statements and quantitative problem solving.

**Course URL:** <http://www.physics.umn.edu>

#### Phys 1201W Introductory Physics for Biology and Pre-medicine I

**(Sec 100); Credit will not be granted if credit has been received for: PHYS 1301, PHYS 1301W, PHYS 1301W, PHYS 1301W, PHYS 1301W, PHYS 1401, PHYS 1401V, PHYS 1401V, PHYS 1401V; 5 cr; prereq [High school or college] calculus, trigonometry, algebra; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Broadhurst, John Henry Clarkin, Joyce

**Description:** This two semester course is designed primarily for pre-med and biological sciences students. A course in calculus taken previously or simultaneously is strongly recommended, but the essential calculus will be developed as the course proceeds. We will begin with a discussion of the scientific method, measurements, and the language of physics. Then comes the study of the interactions of mechanical systems with applications extending to objects with complex shapes (rotations), flexible objects (vibrations), and fluids. The importance of energy transfer between objects in a system and between systems will be considered within the framework of thermodynamics. In addition, the effects of both the gravitational and electric force will be studied in some detail.

**Class time:** 70% lecture, 30% Laboratory

**Work load:** 15-20 pages of reading per week, 5 exams, 12 problem sets

**Grade:** 35% final exam, 10% written reports/papers, 35% quizzes, 5% lab work, 15% problem solving

**Exam format:** multiple choice and problems

**Course URL:** <http://www.physics.umn.edu>

#### Phys 1202W Introductory Physics for Biology and Pre-medicine II

**(Sec 100, 200); Credit will not be granted if credit has been received for: PHYS 1302, PHYS 1302W, PHYS 1302W, PHYS 1302W, PHYS 1402, PHYS 1402V, PHYS 1402V; 5 cr; prereq**

**1201W; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom Instructor: STAFF**

**Description:** This is the continuation of physics 1201W designed primarily for premed and biological sciences students. A course in calculus taken previously or simultaneously is required, especially a working knowledge of integrals. The course emphasizes an understanding of the fundamental principles of physics and their use in solving quantitative problems of the type found in biological applications. The second semester involves the study of the origins and properties of the electric and magnetic force. Then it continues with the study of light and optics and atomic structure. Students will be expected to solve problems using important physical quantities such as charge, energy, force, field, frequency, etc. in a variety of applications.

**Class time:** 55% lecture, 15% Discussion, 30% Laboratory

**Work load:** 15-20 pages of reading per week, 5 exams, 10 problems per week

**Grade:** 35% final exam, 45% quizzes, 15% lab work, 5% In Class Quizzes

**Exam format:** Quantitative descriptive problems and multiple choice Multiple choice and problems

**Course URL:** <http://www.physics.umn.edu/classes/>

#### Phys 1301W Introductory Physics for Science and Engineering I

**(Sec 100); Credit will not be granted if credit has been received for: PHYS 1201, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1201W, PHYS 1401, PHYS 1401V, PHYS 1401V, PHYS 1401V; 4 cr; prereq Concurrent registration is required (or allowed) in Math 1271 or Concurrent registration is required (or allowed) in Math 1371 or Concurrent registration is required (or allowed) in Math 1571; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom Instructor: STAFF**

**Description:** This is the first of a three semester introductory course in physics for students in sciences and engineering. 1301W/1302W, 2503 is designed to prepare you for work in your field by: building a solid conceptual understanding of fundamental principles of physics, and their applications; applying those principles to new situations, using logical reasoning and quantitative problem-solving skills; learning to communicate technical information effectively. To achieve these goals, this course requires you to understand the material in depth. The emphasis will always be on the application of physics to real life situations, and most of the problems will be designed to simulate such situations. 1301W will emphasize the study of mechanical systems, beginning with the description of motion of interacting objects and the forces that they exert on each other. A laboratory is included to allow you to apply physical principles to the real world in a carefully controlled environment. The laboratory will also emphasize technical communications skills. A discussion section will give you the opportunity to clarify your conceptual understanding, and practice your problem-solving skills. This is a calculus-based course, and students will be expected to use the basic concepts of differential calculus, as well as algebra and trigonometry.

**Class time:** 50% lecture, 20% Discussion, 30% Laboratory

**Work load:** 15 pages of reading per week, 4 exams, 8 lab reports

**Grade:** 35% final exam, 35% quizzes, 25% lab work, 5% HW or ICQ's

**Exam format:** A combination of quantitative problem solving and short qualitative statements or multiple choice.

**Course URL:** <http://www.physics.umn.edu>

#### Phys 1302W Introductory Physics for Science and Engineering II

**(Sec 100, 300, 400, 500); Credit will not be granted if credit has been received for: PHYS 1202, PHYS 1202W, PHYS 1202W, PHYS 1202W, PHYS 1402, PHYS 1402V, PHYS 1402V; 4 cr; prereq 1301W, Concurrent registration is required (or allowed) in Math 1272 or Math 1372 or Math**

**1572; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** STAFF

**Description:** This is the 2nd of a 3 semester intro course in physics for students in science and engineering. 1302W discusses the application of physics to electrical and magnetic systems. The course is designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth. Some emphasis will be given to the application of physics principles to real-life situations, and a fraction of the problems will be designed to simulate such situations. This course assumes a good working knowledge of the concepts and skills in 1301W. Because of the nature of this material, this course will be more abstract and mathematical than 1301W. A lab is included to allow you to apply both the concepts and problem solving skills to the real world. It will also emphasize technical communications skills. A disc section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills. In the lab and disc sections, there will be a strong emphasis on group problem solving as a powerful learning tool and as a preparation for work in your profession.

**Class time:** 50% lecture, 20% Discussion, 30% Laboratory

**Work load:** 15 pages of reading per week, 30 pages of writing per semester, 5 exams, 5 lab reports

**Grade:** 35% mid-semester exam(s), 35% final exam, 25% lab work, 5% HW or ICQ's

**Exam format:** A combination of quantitative problem solving and short qualitative statements or multiple choice

**Course URL:** <http://www.physics.umn.edu>

#### Phys 2303 Physics III: Physics of Matter

**(Sec 001); Credit will not be granted if credit has been received for: PHYS 2403, PHYS 2403V, PHYS 2403H, PHYS 2403H, PHYS 2403H, PHYS 2503, PHYS 2503, PHYS 2503; 4 cr; prereq 1302, [Math 1272 or Math 1372 or Math 1572H]; meets DELM req of classroom**  
**Instructor:** STAFF

**Description:** This is the conclusion of a three-semester introductory course in physics for students in the physical sciences and engineering. The course is designed to prepare you for work in your field by building a solid conceptual understanding of the way the real world works based on fundamental principles of physics. We develop and refine skills that are valuable in all technical and scientific disciplines: problem solving through application of physics concepts to new situations and effective communication of technical information. To achieve these goals you must master the material in depth. Because 2303 covers a wide range of topics, the pace through new material is somewhat faster than 1301W and 1302W. There is no associated laboratory or discussion session for 2303. Problems done in lecture and homework assignments are essential for achieving and demonstrating understanding of the material, and emphasize application of physics principles to real-life situations. The subject matter of 2303 includes topics that have been crucial for scientific development during the past century: thermodynamics, mechanical and electromagnetic waves, optics, the special theory of relativity, and quantum theory and its applications. Mastering these subjects requires a good working knowledge of the concepts and skills developed in 1301W and 1302W.

**Class time:** 85% lecture, 15% Discussion

**Work load:** 25 pages of reading per week, 5 exams, graded problem sets in non-test weeks

**Grade:** 40% mid-semester exam(s), 40% final exam, 20% problem solving

**Exam format:** A combination of quantitative problem solving and qualitative

**Course URL:** <http://www.physics.umn.edu>

**Phys 3071W Laboratory-Based Physics for Teachers (Sec 001, 002); 4 cr; prereq No IT credit, college algebra; designed for students intending to be education majors; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** STAFF

**Description:** This course is intended to provide a rich, hands-on experience in a selection of elementary physics material especially chosen to be useful for potential elementary school teachers. The course is activity-based (performing experiments and working with computers simulations) and discussion-oriented (discussing ideas with your classmates) with four major goals: (1) to help you construct a set of physics ideas that you can apply to explain phenomena that are intrinsically interesting at a level appropriate to an elementary school science curriculum; (2) to help you develop more positive attitudes about science; (3) to help you learn the nature of science, so you will have more confidence in your ability to do science, and (4) to help you become more aware of, and more in control of, your own learning. You will find many of our teaching and learning strategies valuable and appropriate for you to use when you begin your teaching career.

**Class time:** 15% Discussion, 85% Laboratory

**Work load:** 4 exams, 2 papers, approximately two homework and/or in-class assignments per week, including conceptual explorations, learning analysis, analysis of film clips of elementary student learning, and web-based simulations

**Grade:** 25% final exam, 30% written reports/papers, 37% quizzes, 8% problem solving

**Exam format:** in-class quizzes primarily of a conceptual nature

**Course URL:** <http://www.physics.umn.edu>

**Phys 4052W Methods of Experimental Physics II (Sec 001); 5 cr; prereq 4051; meets CLE req of Writing Intensive; meets DELM req of classroom**  
**Instructor:** STAFF

**Description:** This is the second part of a two semester sequence on experimental techniques that are used in a research laboratory. Students put into practice the material studied during the first semester by carrying out pre-designed laboratories, and by designing, planning, and executing an experimental project of their choice. This course emphasizes electronics, data processing, computer programming, and data analysis. In addition the course develops the techniques of writing scientific research reports suitable for publication and their oral presentation. The course is designed for physics majors, and other IT majors who are interested in mastering laboratory techniques. The successful completion of 4051, which is the first part of this sequence, is a pre-requisite for enrolling in 4052. Otherwise special permission from the instructor is required.

**Class time:** 25% lecture, 10% Discussion, 65% Laboratory

**Work load:** 20 pages of reading per week, 50 pages of writing per semester, 1 exams, 2 papers, 6-8 hours lab work per week

**Grade:** 10% mid-semester exam(s), 50% written reports/papers, 15% in-class presentations, 25% lab work

**Exam format:** Quantitative and qualitative problems

**Phys 4121 History of 20th-Century Physics (Sec 001); Credit will not be granted if credit has been received for: HSCI 4121, PHYS 4121, HSCI 4121; 3 cr; prereq general physics or instr consent ; meets DELM req of classroom**  
**Instructor:** Janssen, Michel

**Description:** This course is an introduction to the work of historians and philosophers of science trying to trace the conceptual development of 20th-century physics. Our main focus will be on the development of relativity theory (both special and general) and quantum theory in the first quarter of the century. Special attention will be paid to the contributions of Albert Einstein. We will also study some episodes in the further developments of these fields: in nuclear physics in the 1930s, in particle physics in the 1970s, in both cases with special attention to the interplay between theory and experiment. Finally, we will look at the development of big bang cosmology and its marriage

with particle physics in inflationary cosmology. Readings are taken from a variety of sources. General surveys are used to get us started on a particular topic. That will prepare us for more specialized literature in history and philosophy of science. We will also read (passages from) some of the seminal texts written by the physicists we will study, both to get some of the flavor of their work and to evaluate interpretations and reconstructions of these texts offered in the historical and philosophical literature. The course is aimed at upper-level undergraduate and graduate students in physics, history of science, and philosophy of science, but should be of interest to other students with a strong interest in 20th-century physics as well.

**Class time:** 90% lecture, 10% Closed Circuit TV

**Work load:** 100 pages of reading per week, 30 pages of writing per semester, 3 exams

**Grade:** 90% written reports/papers, 10% class participation

**Exam format:** take home essay

**Course URL:** <http://webct.umn.edu>

**Phys 4211 Introduction to Solid-State Physics (Sec 001); 3 cr; prereq 4101, 4201; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** A modern presentation of the properties of solids. Topics include vibrational and electronic properties of crystals; diffraction of waves in solids and electron band structure. Other possible topics include optical properties, magnetic phenomena, and superconductivity; non-crystalline solids, such as glasses and polymers.

**Class time:** 100% lecture

**Work load:** 30 pages of reading per week, 3 exams, 1 problem set per week

**Grade:** 30% mid-semester exam(s), 30% final exam, 40% problem solving

**Exam format:** Problem Solving

**Phys 4611 Introduction to Space Physics (Sec 001); 3 cr; prereq 2601, 4001, 4002; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** An introduction to the study of space plasma physics. Topics will include basic plasma physics, particle acceleration in space plasmas, the aurora on Earth and other planets, magnetic reconnection, solar physics, planetary magnetospheres, plasma and MHD waves, the solar wind. There will be several textbooks and readings from current journal articles.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 15 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, 1 oral report

**Grade:** 15% mid-semester exam(s), 25% final exam, 20% written reports/papers, 20% in-class presentations, 20% problem solving

**Course URL:** <http://www.physics.umn.edu>

**Phys 4911 Introduction to Biopolymer Physics**

**(Sec 001); Credit will not be granted if credit has been received for: PHYS 5081, PHYS 5081; 3 cr; prereq [2303, 2403H, 2503] or Chem 3501 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is an introduction to biological physics and soft condensed matter physics. The course will emphasize physical ideas involved in experimental and theoretical understanding of biological and synthetic macromolecules and materials. This course is for seniors and graduate students in physics, other natural sciences, or engineering.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 20 pages of reading per week, 3 exams, Homework, 4 to 5 problems, every week.

**Grade:** 30% final exam, 30% quizzes, 40% problem solving

**Exam format:** Problem solving

**Course URL:** <http://www.physics.umn.edu>

**Phys 5002 Quantum Mechanics II (Sec 001); 4 cr; prereq 5001 or equiv; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Part II of a year-long course sequence in quantum mechanics for first-year graduate students in physics and other fields. Completion of Phys 5001 will be assumed. This course will include such topics as electron spin, the addition of angular momentum, rotations and tensor operators, systems of identical particles and second quantization, multi-electron atoms, and the Klein-Gordon and Dirac equations. This course will include such topics as the hydrogen atom, spin, addition of angular momentum, rotations and tensor operators, variational and WKB methods, time-independent and time-dependent perturbation theory, scattering theory, and the Dirac equation

**Class time:** 75% lecture, 25% Discussion

**Work load:** 35 pages of reading per week, 3 exams

**Grade:** 30% mid-semester exam(s), 40% final exam, 30% problem solving

**Exam format:** Problems to be solved.

**Course URL:** <http://www.physics.umn.edu/classes/>

**Phys 5701 Solid-State Physics for Engineers and Scientists (Sec 001); 4 cr; prereq Grad or advanced undergrad in physics or engineering or the sciences; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The purpose of this course is to familiarize the student with the methods, techniques, and main phenomenology of solid state physics. It is intended for a very varied audience: electrical and mechanical engineers, materials scientists, chemists, etc. Prerequisites are flexible, but they include either senior or graduate student status in an engineering or scientific area. In 5701 we plan to cover the first nine chapters of Kittel, and special topics as time allows. Examples of topics that will be covered in 5701 are: Drude model, lattices, diffraction, phonons, vibrations in solids, electronic states, energy bands, metals, semiconductors, and insulators.

**Class time:** 85% lecture, 10% Discussion, 5% quizzes, homework

**Work load:** 20 pages of reading per week, 2 exams, weekly homework problems

**Grade:** 40% final exam, 20% quizzes, 40% problem solving

**Exam format:** problem solving

## Plant Biology

220 Biological Sciences Center:  
612/625-1234

**PBio 4601 Topics in Plant Biochemistry (Sec 001); 3 cr; A-F only; prereq [BIOL 1002 or BIOL 1009], CHEM 2301; meets DELM req of classroom**

**Instructor:** Gleason, Florence K

**Description:** This course is intended for upper level undergraduate students and graduate students who need a background course in biochemistry that is specifically focused on processes unique to photosynthetic organisms. The course will start with an analysis of photosynthesis and carbon metabolism in plants. Basic metabolic pathways for the synthesis of lipids, steroids, and aromatic amino acids will be covered as a background for the introduction to natural products such as lignin, flavonoids, and alkaloids.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 10-15 pages of reading per week, 12 pages of writing per semester, 3 exams, 8 papers

**Grade:** 30% mid-semester exam(s), 25% final exam, 30% written reports/papers, 10% class participation, 5% problem solving

**Exam format:** short answers, essay

**PBio 4793W Directed Studies: Writing Intensive**

(Sec 001-025); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom  
 Instructor: STAFF  
 Description:

**PBio 4794W Directed Research: Writing Intensive**  
 (Sec 001-025); 1-6 cr; max crs 42, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom  
 Instructor: STAFF  
 Description:

**PBio 4993 Directed Studies**  
 (Sec 001-025); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent; meets DELM req of classroom  
 Instructor: STAFF  
 Description: Contract between student and advisor required, plus department approval. Credits arranged.

## Plant Pathology

495 Borlaug Hall: 612/625-8200

**PIPa 3090 Research in Plant Pathology**  
 (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom  
 Instructor: STAFF  
 Description: Assignment of a special problem to undergraduates desiring an opportunity for independent research in plant pathology. The student determines the problem.  
 Class time: 100% Laboratory  
 Work load: research paper  
 Grade: 100% lab work

**PIPa 4096 Professional Experience Program: Internship**  
 (Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; S-N only; prereq COAFES undergrad, complete internship contract available in COAFES Career Services before registering; UC only; meets DELM req of classroom  
 Instructor: STAFF  
 Description: Supervised practicum professional experience in plant pathology. Practicum may be completed in government, higher education or private industry setting. Directed toward senior undergraduates.  
 Grade: 100% Job performance, self-evaluation

**PIPa 5090 Issues in Plant Pathology**  
 (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom  
 Instructor: STAFF  
 Description: Current topics and research in plant pathology. Directed at undergraduates (junior and senior) as well as graduate students. Consult Class Schedule or department for current offering.  
 Class time: 50% lecture, 50% Discussion  
 Work load: depends on topic and instructor  
 Grade: 100% special projects, 0% depends on topic and instructor

**PIPa 5999 Special Workshop in Plant Pathology**  
 (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; meets DELM req of classroom  
 Instructor: STAFF  
 Description: Special workshops involving current issues and/or techniques (experimental and laboratory) in plant pathology. Directed towards senior undergraduates and graduate students.  
 Class time:  
 Grade: 100% special projects, 0% Depends on the nature of the workshop experience.

## Polish

215 Nolte Center: 612/624-3331

**Plsh 1102 Beginning Polish**  
 (Sec 001); 5 cr; prereq 1101 or equiv; meets DELM req of classroom  
 Instructor: Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award; UC Outstanding Teaching Award!!  
 Description: This course is second in a sequence of courses (Plsh 1101 and 1102) designed to develop basic proficiency in Polish in listening, speaking, reading, and writing, and to acquaint students with Polish culture. Students do regularly assigned grammar exercises, listen to audio tapes, and are required to participate in each class session through individual recitation, and whole-group and small-group interactive communicative activities. Two textbooks are used: Oscar Swan's "First Year Polish" and Leonard Polakiewicz's "Supplemental Materials for First Year Polish" Both textbooks are accompanied by audio tapes. As part of the four semester Polish language sequence, this course is designed to satisfy CLA language proficiency requirements. Target audience includes; undergraduate and graduate students, particularly those interested in East-Central European Area Studies, students who intend to engage in business in Poland and East-Central Europe, and those pursuing Slavic Studies.  
 Class time: 40% lecture, 60% Recitation and interactive activities  
 Work load: 10 pages of reading per week, 7 exams, 2 to 3 hours/week listening to tapes  
 Grade: 25% final exam, 35% quizzes, 30% class participation, 10% Final oral exam  
 Exam format: Oral presentation, fill-ins, translations

## Political Science

1414 Social Sciences Tower: 612/624-4144

**Pol 1001 American Democracy in a Changing World**  
 (Sec 025); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom; meets DELM req of partially internet based  
 Instructor: Peterson, Jonathan R  
 Description: This course is designed to introduce students to American politics by examining the development and structure of the nation's political institutions, policies, and processes. Topics discussed will include America's unique political culture; the ideas underlying the nation's founding; the nation's constitutional framework; political parties, interest groups, and social movements; the media, public opinion, and elections; and the functions of the Presidency, Congress, and the Courts. By the end of the class, students should have a better understanding of the structure of American government and how political scientists have studied it. Students should also be able to critically evaluate the state of American democracy in light of current events.  
 Class time: 75% lecture, 25% Discussion  
 Work load: 50 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 2 papers  
 Grade: 20% mid-semester exam(s), 25% final exam, 25% written reports/papers, 10% class participation, 20% second midsemester exam  
 Exam format: multiple choice and short answer  
 Course URL:  
<http://www.polisci.umn.edu/courses/spring2007/1001/025/>

**Pol 1001 American Democracy in a Changing World**  
 (Sec 001); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM

**req of classroom; meets DELM req of partially internet based**

**Instructor:** Roberts, Jason Matthew

**Description:**

**Class time:** 90% lecture, 10% Discussion

**Work load:** 40 pages of reading per week, 12 pages of writing per semester, 3 exams, 2 papers

**Grade:** 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation

**Exam format:** combination of multiple choice, essay, short answer

#### **Pol 1025 Global Politics**

**(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom; meets DELM req of partially internet based**

**Instructor:** Freeman, John Roy !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

**Description:** Global politics introduces students to the study of the world's political systems and to the debates over certain global issues. Various theoretical frameworks are examined throughout the semester, but the emphasis is on the so-called liberal perspective. Related middle range accounts of war and of international political economy also are studied. While many global political issues will be mentioned, the focus will be on the legacies of the East-West conflict, particularly nuclear proliferation, and on the North-South conflict, especially Southern demands for distributional justice. At the end of the semester, students will be able to describe and predict the evolution of a global political system. In addition, they will be able to carve out and defend a stand on one of the global issues mentioned above.

**Class time:**

**Work load:** 100 pages of reading per week, 3 exams

**Grade:** 30% mid-semester exam(s), 40% final exam, 0% Weightings are approximate

**Exam format:** A mix of short answers/essays and long essays

**Course URL:** <http://www.polisci.umn.edu/kiosk>

#### **Pol 1025 Global Politics**

**(Sec 002); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom; meets DELM req of partially internet based**

**Instructor:** Kamola, Isaac

**Description:** Globalization, the expansion of global trade, the emergence of institutions of global governance, and the growth of a global civil society have meant that our lives are becoming increasingly intertwined with those of others around the planet. This class looks at the history of this development and the theoretical tools necessary to understand it. We will examine five historical moments in which the global structures underwent profound change including: the development of the Atlantic slave trade, the age of colonization, the decades of imperialism and World War, the post-World War II period of national liberation, and the Cold War and Post-Cold War era. We will also discuss the historical development of the discipline of International Relations and the four major theoretical perspectives used to study global politics-Realism, Liberalism, Constructivism, and Critical Theory. These theoretical perspectives will then be applied to contemporary issues in global politics including: globalization, the ethnic wars in Rwanda and Bosnia, and the Israel/Palestine conflict. The weekly readings will be comprised of sections from scholarly books, academic and journalistic articles, as well as primary text.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 80-100 pages of reading per week, 15 pages of writing per semester

**Grade:** 90% written reports/papers, 10% class participation

#### **Pol 1026 We and They: U.S. Foreign Policy**

**(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Sampson III, Martin Wright !!Morse Alumni Award!!

**Description:** What do Americans think their government's policy toward the rest of the world should be? What drives U.S. foreign policy? Course goal is that by May 2006 students have an articulate sense of the processes that shape U.S. foreign policy; historical themes and markers of this policy; key debates and disputes about the U.S. foreign policy process and the substance of various US foreign policy endeavors; and current U.S. policy toward selected regions and issues. No prerequisite. Students of all backgrounds welcomed.

**Class time:**

**Work load:** 80 pages of reading per week, 2 exams, Writing assignment is a two part rolling paper; revisions of part 1 may help with part 2

**Grade:** 20% mid-semester exam(s), 35% final exam, 35% written reports/papers, 10% class participation, 0% The above is tentative. Papers help prepare students for final

**Exam format:** Study guide provided. Questions are essay and short answer.

#### **Pol 1054 Repression and Democracy Around the World**

**(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Samuels, David Julian

**Description:** Class Description: This course provides an introduction to the study of comparative politics, which is the study of politics in countries other than the United States. Nevertheless, in this course we will frequently compare and contrast politics in the US with politics elsewhere. The object of comparative politics is to understand how different peoples around the world seek to establish a durable and legitimate political system, how they seek to contest the legitimacy of and attempt to transform that system, and how they seek to benefit from that system. Given this definition, after we define concepts that are central to the study of politics, in this course we explore the following four themes: 1. Establishing effective political institutions; 2. Structuring political participation and contestation; 3. Constructing collective political identity; 4. Fostering development - the relationship between politics and economics.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% short assignments/group participation

**Exam format:** shorter and longer essay questions

**Course URL:** <http://www.polisci.umn.edu/courses/fall2005>

#### **Pol 1201 Political Ideas and Ideologies**

**(Sec 002); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Beaumont, Elizabeth

**Description:** This course is designed to help us become more reflective political thinkers and actors by exploring central questions about the 'nature' and goals of politics as collective human life: What is human nature and how might the way we answer this question influence our beliefs about how best to organize society? What is a good or just polity? What kinds of values and institutions does an appealing society require? What makes political power legitimate? When is rebellion justified? What does it mean to be included in (or excluded from) a political community? What are the rights and obligations of citizenship? How do we decide which limits governments must follow or which rights exist and must be respected? Seeking meaningful connections to the political questions, problems, and values that shape our own lives, we will explore political ideas emerging from a variety of historical contexts: Ancient Greece and China (Plato, Confucius), to Medieval Europe and Christian and Arab North Africa (St Augustine, Ibn Khaldun, Machiavelli), to the European Enlightenment (Hobbes, Locke, Rousseau, Mary Wollstonecraft, Mill) to more contemporary 'modern' and post-modern thinkers (Marx, Freud, Franz Fanon, Martin Luther King, Jr., Malcolm X) as well as a few current political

commentators (Francis Fukuyama, Khaled Abou El Fadl, M. A. Muqtedar Khan, and Saba Mamoud).

**Class time:** 65% lecture, 35% Discussion

**Work load:** 50-80 pages of reading per week, 12-15 pages of writing per semester, 2 papers, 2 in-class reading analysis essays/quizzes (graded), periodic credit-only in-class discussion and writing activities (approximately every other wk)

**Grade:** 50% written reports/papers, 35% quizzes, 15% class participation

**Exam format:** No midterm or final; 2 in-class quizzes are short essays focused on analyzing course readings

include: weekly journal, 5-7 page essay, 10 page research paper. Acceptable internships include: US Congress, MN state legislature, federal, state, and local gov't agencies, as well as political parties, campaign organizations, and non-governmental advocacy groups. To enroll in this course, students must first arrange their internship, and then contact the instructor before the semester begins. Students who do not contact the instructor before the end of the first week of the semester will NOT be enrolled in this course.

**Class time:** 100% Fieldwork/Participant-observation

**Work load:** 20 pages of reading per week, 30-50 pages of writing per semester, 2 papers

#### **Pol 1905 Freshman Seminar: Social Policy in U.S. from Comparative Perspective**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Gingrich, Jane Rebecca

**Description:** Why have attempts to introduce universal health insurance in the US failed? Why does the US provide social security to elderly citizens, but lack universal programs for young people? Why does the US welfare state look so different from the Swedish, German or Japanese? Social programs like health care, pensions, unemployment benefits, welfare, and education are at the center of many political debates. This course examines these issues from a comparative perspective, asking why the American welfare state looks different from those in Europe and Asia, what characterizes the politics of social policy development in the US and abroad, and how can we understand today's debates about policy reform. By social policy through an international lens, the course aims to teach students an important set of skills for comparing countries. We will examine a range of theories used to explain social policy in the US from the role of big business to the politics of race, and evaluate how these claims hold up when we turn to other countries. The course is divided into three parts: 1) The structure of the US welfare state and theories used to explain its character and development. 2) Examines how Sweden, Germany, and Japan have organized their systems differently, asking what explains these differences. 3) Contemporary debates in social policy: looking at how politicians in the US and abroad have responded to new social needs, pressure from taxpayers, and evolving issues such as immigration.

**Class time:** 25% lecture, 75% Discussion

**Work load:** 100 pages of reading per week, 20-25 pages of writing per semester, 3 papers

**Grade:** 80% written reports/papers, 20% class participation

#### **Pol 3070 Faculty-Supervised Individual Field Work**

**(Sec 001); 1-13 cr; max crs 13, 1 repeat allowed; A-F only; prereq instr consent, dept consent; meets DELM req of classroom**

**Instructor:** Soper, Paul W !!Outstanding Service Award!!

**Description:** Students conducting field research on politics or government may receive credit for academic work completed in association with their research. Typically students will write a substantial research paper (20 pages or more) that incorporates their field research into the political science literature on their topic. Students must arrange for credit no later than the end of the first week of the semester. To enroll for this course, contact the instructor.

**Class time:** 100% Fieldwork/Participant-Observation

**Work load:** 100 pages of reading per week, 20-30 pages of writing per semester, 1 papers

**Grade:** 100% written reports/papers

#### **Pol 3080 Faculty-Supervised Individual Internships**

**(Sec 001); 3-13 cr; max crs 15, 3 repeats allowed; A-F only; prereq instr consent, dept consent; meets DELM req of classroom**

**Instructor:** Soper, Paul W !!Outstanding Service Award!!

**Description:** Students working in political or governmental internships may receive credit for academic work completed in association with their internship work. Students may receive 1 credit for every 3 hours (per week) of internship work. Academic work increases with increased hours worked. Assignments will

#### **Pol 3085 Quantitative Analysis in Political Science**

**(Sec 001, 002); 4 cr; A-F only; prereq 9 cr social sciences or instr consent; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course offers an introduction to empirical research methods in political science. By the end of the semester, students should have a better acquaintance with the types of empirical work done by political scientists (and other social scientists) and the ability to understand and critique them. Possible textbooks: --Phillip H. Pollock, *The Essentials of Political Analysis* (2003, CQ Press, Washington, D.C.) --Phillip H. Pollock, *An SPSS Companion to Political Analysis* (2003, CQ Press, Washington, D.C.) --Strongly recommended: Murray R. Spiegel and Larry J. Stephens. *Schaum's Outlines: Statistics*. 3rd edition. McGraw-Hill.

**Class time:**

**Work load:** 30-50 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers, 3 homework assignments; paper is 5 pages, double-spaced data analysis project

**Grade:** 30% mid-semester exam(s), 40% final exam, 15% written reports/papers, 15% homework

**Exam format:** Multiple choice, problem solving, and short answer

#### **Pol 3210 Practicum**

**(Sec 001); 2 cr; max crs 12, 6 repeats allowed; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of independent study; meets DELM req of classroom**

**Instructor:** Farr, James

**Description:** 4210 for 3 credits; 3210 for 2 credits; must be taken together. Pol 4210 enters the public debates about citizenship, democracy, and education by focusing on the role of universities and schools. It asks and tries to answer crucial questions: Why does democracy depend on citizens and education? How can students become more engaged as citizens with public lives? What is (or is not) democratic about today's universities and schools? Where can U of M students make a difference? In a relatively small seminar setting, we will take up these questions by reading some important works of democratic theory and some on the state of civic education today. 3210 will also address questions of democracy, politics, and citizen education practically, in the form of an educational practicum. Students will put their education and democratic citizenship into practice by serving as Public Achievement "coaches" for middle and high school students (in a school in St. Paul) who are engaging issues and problems in and around their school and community. The practicum is a required complement to 4210; that is, both are to be taken together. The fundamental premise of 4210 and 3210, taken together, is that we learn theoretically about citizenship and education in large part by being engaged practically as citizens and educators. Or to put it differently: to learn what must be learned about democratic education just is to be engaged in the practice of educating democrats.

#### **Pol 3225 American Political Thought**

**(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** Chapp, Christopher Brody

**Description:** This course offers an introduction to significant movements in American political thinking, from pre-revolutionary

theorists of the political community, to present day practitioners of American democracy. Topics include (but are not limited to) the Puritans, revolutionary political thought, arguments for and against the American Constitution, abolition and suffrage, political thought of the antebellum south, transcendentalism, progressivism, liberalism, and conservatism. While the course is organized chronologically, we will emphasize the social and political significance of these intellectual movements through time and into contemporary American politics, focusing on themes such as federalism, civil rights and civil liberties, ideology, religion, and democracy.

#### **Pol 3477 Political Development**

**(Sec 001); 3-4 cr; max crs 4, 1 repeat allowed; prereq 1054 or instr consent ; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Caraway, Teri Lynn

**Description:** How do we explain the vast disparities of wealth between North and South? Why have some countries in the post-colonial world, in particular those of East Asia, experienced stunning economic growth, while those in others parts of the world, most notably in Africa, been stuck in a development rut? This course will explore contending answers to these difficult but important questions. We will do so not only through discussions of different explanations of development and underdevelopment, but also through examining these issues concretely in four regions of the world (East Asia, Southeast Asia, Latin America, and Africa)

**Class time:** 25% lecture, 50% Discussion, 25% videos

**Work load:** 80-100 pages of reading per week, 8-16 pages of writing per semester, 2 exams, 1 papers, Length of paper depends on # of credits--three credits 8-10 pages, four credits 14-16 pages.

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% quizzes

**Exam format:** Multiple choice (20%), short answer (30%), essay (50%)

#### **Pol 3701 American Indian Tribal Governments and Politics**

**(Sec 001); Credit will not be granted if credit has been received for: AMIN 3501, AMIN 3501; 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Wilkins, David E

**Description:** This course examines the origins, status, structures, and powers of American Indian governments and the distinctive politics associated with these First Nations who constitute the third set of sovereign governments in the U.S. whose existence long predates the federal and state governments. This course fulfills CLE requirements of Social Science core and Citizenship and Public Ethics themes.

**Class time:** 25% lecture, 75% Discussion

**Work load:** 75-150 pages of reading per week, 15-25 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 40%

written reports/papers, 20% weekly questions based on readings  
**Exam format:** long essays

#### **Pol 3739 Politics of Race, Class, and Ethnicity**

**(Sec 001); 3 cr; prereq 6 cr in soc sci; meets CLE req of Cultural Diversity Theme; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Nimitz Jr, August H !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

**Description:** What similarities are there, if any, between the conflicts in the former Yugoslavia, South Africa, Northern Ireland, Rwanda, and Palestine/Israel? Why does racial and ethnic conflict persist in so many regions of the world? To what extent does racial conflict in th U.S. reflect the increasing disparities in wealth? How is racial/ethnic oppression similar and different from sexual oppression? These are some of the questions that this course will address and attempt to answer. This will be done primarily through a comparative analysis of racial/ethnic/class conflict in the U.S., South Africa, and Cuba with particular

attention on the experiences of Blacks in the three countries.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 100 pages of reading per week

**Grade:** 25% mid-semester exam(s), 50% final exam, 25% written reports/papers

**Exam format:** Essay.

#### **Pol 3766 Political Psychology of Mass Behavior**

**(Sec 002); 3 cr; prereq 1001 or equiv or instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** Miller, Joanne Marie

**Description:** This course will provide an introduction to the interdisciplinary field of political psychology. We will use theories and findings from both political science (particularly in the areas of public opinion and political behavior) and psychology (particularly in the areas of social psychology and personality) to better understand politics, with a special focus on understanding ordinary citizens' political attitudes and behaviors. Students do not have to have prior coursework in both political science and psychology for this class. However, prior coursework in one of the two fields (especially in the areas mentioned above) is recommended.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 75 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% special projects

**Exam format:** short answer/essay

#### **Pol 3767 Political Psychology of Elite Behavior**

**(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** Sullivan, John L !!Morse Alumni Award; Grad and Prof Teaching Award; Regents' Award!!

**Description:** In this course, we will examine the intersections of elite political decision-making, personality and social psychology. We will explore the usefulness of psychological theories for investigating the role of the individual, of group processes, and of the political context in decision-making by political leaders, particularly U.S. Presidents. We will examine how the personalities of political leaders affect the type and quality of their decision-making, how group processes can degrade or enhance good decision-making, how decision-makers employ historical analogies and broader metaphors when they decide the fate of nations. We will examine these general forces by conducting case studies of Presidential decision making, including the Bay of Pigs, Cuban Missile Crisis, Watergate, the Iranian Hostage Crisis, the Iran-Contra affair, the Gulf War, etc.

**Class time:** 65% lecture, 15% Closed Circuit TV, 20% Discussion

**Work load:** 100+ pages of reading per week, 15-20 pages of writing per semester, 2 exams, 3 papers

**Grade:** 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation

**Exam format:** Short answer and medium length essay

#### **Pol 3835 International Relations**

**(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Aaltola, Mika Petteri

**Description:** The purpose of the course is to provide historical and theoretical insight into International Relations. The course reviews the thought of classical thinkers such as Thucydides, Machiavelli and Hobbes. We will also overview the history of the major debates in the discipline, such as realism vs. idealism, traditionalism vs. behaviorism, inter-paradigm debate, and rationalism vs. constructivism. The course will examine recent schools of thought (e.g. neo-liberalism, neo-realism, neo-functionalism, constructivism, and post-approaches). One major aim is to find substance and critical understanding to today's debates in the discipline.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 20 pages of reading per week, 12 pages of writing per semester, 2 exams, 2 papers

**Grade:** 30% mid-semester exam(s), 35% final exam, 20% written reports/papers, 15% class participation

**Exam format:** multiple choice

**Class time:** 75% lecture, 25% Discussion

**Work load:** 75-125 pages of reading per week, 15-21 pages of writing per semester, 3 papers, five (1p.) "briefs;" final "factoid" quiz that can help, not hurt, grade

**Exam format:** factoid quiz: short answer

**Pol 4210 Topics in Political Theory: Politics of Reconciliation (Sec 002); Credit will not be granted if credit has been received for: POL 5210, POL 5210, POL 5210, POL 5210, POL 5210; 3-4 cr; max crs 8; A-F only; prereq dept consent ; meets DELM req of classroom**

**Instructor:** Guisan, Catherine B.

**Description:** I. How great political thinkers, Hegel, Marx, Mill, Nietzsche, Hannah Arendt and Isaiah Berlin understand reconciliation. II. The role of religious motivation and personal conscience in political reconciliation (based on reading religious texts and commentaries). III. M.K. Gandhi, Martin Luther King, Jr., Desmond A. Tutu as actors/thinkers of reconciliation (study of their writings). IV. Case studies: the South African Truth and Reconciliation Commission, the Franco-German reconciliation in the 1950s and other European reconciliations since 1989, reconciliation after 9/11/2001. All case studies include critical comments by political theorists. One objective of this course is to get you acquainted with a few seminal texts in modern and contemporary political thought on conflict and reconciliation. Another objective is to reexamine what reconciliation has meant - and could mean after September 11 - in increasingly diverse and interconnected societies. We will do this primarily through class lectures and discussions, and occasional video clips and guest speakers, always taking into careful consideration the readings assigned for class. This course should also help you weigh the difficulties and attraction of engaging in reconciliatory practices. It will stimulate you to develop your own stand on what it means to be an active citizen in times of strife. Target audience: Juniors and seniors, students interested in political theory, international affairs and political action.

**Class time:** 50% lecture, 30% Discussion, 20% In-class writing, guest lecturers, videos

**Work load:** 80 pages of reading per week, 25 pages of writing per semester, 3 papers, The 3 essays are thought pieces; they require close and critical attention to the assigned readings, but no supplemental research. "Other" stands for 8-10 one page in-class critical responses to readings (part of the 25 pages).

**Grade:** 70% written reports/papers, 30% In-class response papers and discussions will serve as basis for grading participation, highly valued in this course.

**Course URL:** <http://www.polisci.umn.edu>

**Pol 4253 Modernity and Its Discontents: Late Modern Political Thought**

**(Sec 001); Credit will not be granted if credit has been received for: POL 5253, POL 5253; 3-4 cr; max crs 4, 1 repeat allowed; credit will not be granted if credit received for: 3253; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** Dietz, Mary G !!CLA Distinguished Tchg Awd!!

**Description:** Over a period of roughly 100 years (1820-1920) a political and theoretical discourse of "modernity" emerges within a diverse array of significant political theory texts in European thought. This course will address the problem of modernity and its discontents by way of two overlapping themes that resonate within the works of Hegel, Marx, Tocqueville, Mill, Nietzsche, Weber, and Freud. The first theme concerns the project of emancipation and the development of theories that seek to understand political society and the state in terms of historical progress (Hegel); capitalism and class struggle (Marx); mass democracy, liberty, and social conformism (Tocqueville, Mill). The second theme introduces the disenchantment of the world in the face of the increasing fragmentation, routinization, rationalization, and herd morality of everyday life (Nietzsche, Weber, Freud). These themes, introduced and sustained within modernity, remain compelling aspects of contemporary existence. Our critical and interrogative study of these theorists and texts will address how and why this is so. Undergraduate, and graduate (not polsci), majors and non-majors.

**Pol 4308 Congressional Politics and Institutions (Sec 001); Credit will not be granted if credit has been received for: POL 5308, POL 5308; 3-4 cr; max crs 4, 1 repeat allowed; prereq 1001 or 1002, non-pol sci grad major or instr consent; meets DELM req of classroom**

**Instructor:** Pearson, Kathryn Lynn

**Description:** This course is a comprehensive survey of the contemporary U.S. Congress. We will begin by analyzing congressional elections and how members of Congress represent their home states and districts. The course will focus on the origins, development, organizational features, and procedures of the modern Congress. We will pay particular attention to parties and party leaders in Congress, the committee system, the legislative process, and differences between the House and the Senate.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 80 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 30% final exam, 40% written reports/papers, 10% class participation

**Exam format:** short answer and essay

**Pol 4310 Topics in American Politics: Religion and Politics in America**

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 1001 or equiv or instr consent ; meets DELM req of classroom**

**Instructor:** Abernathy, Scott F

**Description:** This course will examine the connection between religion and American politics, from the founding to current debates. Topics will include religion and the Constitution, the establishment clause, faith-based reforms, end of life policy, and foreign policy.

**Class time:** 30% lecture, 40% Discussion, 30% Essay, writing

**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% class participation

**Exam format:** essay

**Pol 4310 Topics in American Politics: Interest Grps, Soc Movements, & Pol of Race, Class, Gen**

**(Sec 003); 3 cr; max crs 9, 3 repeats allowed; prereq 1001 or equiv or instr consent ; meets DELM req of classroom**

**Instructor:** Strolovitch, Dara

**Description:** This course examines the role of interest groups and social movements as agents of democratic representation and political change in American politics and policy-making. Course readings will include both empirical work about particular movements and theoretical treatments of key issues. We will examine a wide array of organizations and movements, emphasizing in particular those that represent groups such as women, lesbian, gay, bisexual, and transgender people, religious conservatives, racial and ethnic minorities, and low-income people. We will also address a range of fundamental questions about the emergence, evolution, and impact of interest groups and social movements; about the implications for interest groups and social movement politics of developments such as globalization, the war on terror, and campaign finance reform; about the differences between interest groups and social movements; and about the relationships between movements and more conventional forms of politics.

**Class time:** 25% lecture, 65% Discussion, 10% Small-group activities

**Work load:** 100-200 pages of reading per week, 20-30 pages of writing per semester, 2 exams, 1 papers, In-class presentations, reading responses

**Grade:** 20% mid-semester exam(s), 20% final exam, 25% written reports/papers, 5% in-class presentations, 20% class

participation, 10% reading responses

**Exam format:** Short answers and essay questions

**Pol 4465 Southeast Asian Politics**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Caraway, Teri Lynn

**Description:** Comprised of eleven countries, Southeast Asia covers a wide geographical region stretching from India to China. With a rich endowment of natural resources, a dynamic manufacturing base, and a strategic location on China's southern flank, the region has come to play an increasingly important role in the political and economic affairs of the globe. Culturally and ethnically diverse, hundreds of languages are spoken in the region, and the religions practiced include Buddhism, Catholicism, Hinduism, and Islam. Although all of the countries in Southeast Asia have exclusionary political systems, they range from the faintly democratic through civilian authoritarianism to military authoritarianism. Because the region is so diverse, the introduction must necessarily be incomplete. Readings and lectures will focus on seven countries: Burma, Indonesia, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. The course centers on two main themes: comparing the region in the region with respect to political change, political institutions, and economic development; and the effects of and lessons to be learned from US involvement in the region (the Vietnam War and counter-terrorism since 9/11). By the end of the course you will have acquired not only empirical knowledge about these countries and events but also theoretical tools to analyze political institutions, political change, and economic development.

**Class time:** 25% lecture, 50% Discussion, 25% videos

**Work load:** 80-100 pages of reading per week, 8-10 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% quizzes

**Exam format:** 20% multiple choice, 30% short answer, 50% essay

**Pol 4485 Human Rights and Democracy in the World**

**(Sec 001); Credit will not be granted if credit has been received for: POL 5485, POL 5485, POL 5485; 3 cr; prereq At least one 1xxx or 3xxx course in pol sci, non-pol sci major or instr consent; meets DELM req of classroom**

**Instructor:** Sikkink, Kathryn A

**Description:** This class will examine the question of international human rights in theory and in practice. We will begin by studying the history of the idea of human rights and the basic human rights treaties and declarations. Next we will explore theoretical explanations for repression and human rights violations, contrasting explanations that focus on economic, political, psychological, and ideological factors. We will devote particular attention to causes of genocide, and look at what other countries might do to prevent future genocide. Each student will be asked to choose and focus on one or two countries that provides cases of repression and human rights violations. In the third part of the class, we will explore how human rights violations could be prevented and what individuals can do to improve human rights situations. In this part of the course, we will examine issues of transitional justice and accountability for past human rights abuses. Do Truth Commissions and trials of leaders for human rights violations help avoid future repression?

**Class time:** 45% lecture, 35% Discussion, 20%

**Work load:** 100-130 pages of reading per week, 12 pages of writing per semester, 2 exams, 4 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% class participation

**Exam format:** essay, short answer, and multiple choice

**Pol 4502 The Supreme Court, Civil Liberties, and Civil Rights**

**(Sec 001); 3 cr; prereq 1001 or 1002 or equiv or [non-pol sci] grad major or instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** Johnson, Timothy

**Description:** This course deals with civil liberties in the United States and how the United States Supreme Court decides which rights and liberties get which protections, at which times. Specifically, our focus will be on the First Amendment, and the Right to Privacy. Special emphasis will be placed on how the Supreme Court defines, establishes, and protects these liberties through its interpretation of the Constitution.

**Class time:** 20% lecture, 80% Discussion

**Work load:** 50-75 pages of reading per week, 2 exams

**Grade:** 40% mid-semester exam(s), 40% final exam, 20% class participation

**Exam format:** Exam -- Hypothetical Questions

**Pol 4810 Topics in International Politics and Foreign Policy:**

**Politics of Lethal Epidemic Diseases**

**(Sec 001); 3 cr; max crs 6; meets DELM req of classroom**

**Instructor:** Aaltola, Mika Petteri

**Description:** The course examines the interactions between epidemic diseases and international politics. The aim is to gain understanding on the ideas (e.g. disease metaphors, national security language, and political epidemiology) and strategies (e.g. embargos and quarantines) that have resulted from the long history of this interaction. The history of this relationship will be evaluated from the Thucydides' description of the Plague of Athens to the modern day ideas concerning the global governance of health. The aim is to provide critical intellectual foundation needed to analyze contemporary interaction between politics and epidemics. The course will include various cases studies of recent epidemics such as HIV/AIDS, BSE, SARS, and Bird Flu. These will be contrasted with the historical encounters with politicized diseases.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 20 pages of reading per week, 30 pages of writing per semester, 1 exams

**Grade:** 30% final exam, 50% written reports/papers, 20% class participation

**Exam format:** multiple choice

**Pol 4887 Thinking Strategically in International Politics**

**(Sec 001); 3 cr; A-F only; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course surveys current theories of international relations, and introduces students to elementary game theory. Major topics include the causes of war, the conditions for international cooperation, and the role of international institutions. By the end of the semester, students will be expected to: 1. Understand the relevant international relations literature; 2. Understand simple game-theoretic techniques; 3. Critically analyze theories of international politics; and 4. Understand the general scientific method of theory building and empirical testing. Possible textbooks: Kenneth N. Waltz. 1954. Man, the State, and War; Waltz, Kenneth N. Theory of International Politics; Bruce Bueno de Mesquita, 2000. Principles of International Politics.

**Class time:**

**Work load:** 30-50 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers, 3 game theory homework assignments

**Grade:** 30% mid-semester exam(s), 40% final exam, 10% class participation, 20% homework

**Exam format:** Multiple choice, essay, and short answer are all possible.

**Pol 4900W Senior Paper**

**(Sec 001); 1 cr; A-F only; prereq Pol sr, instr consent; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Can be attached to any 3XXX or 4XXX course (with the instructor's agreement). A 10-15 page paper is submitted for evaluation/advice by instructor, then revised for final submission.

**Work load:** 10-15 pages of writing per semester, 1 papers

**Grade:** 100% written reports/papers

**Exam format:** None

**Pol 5253 Modernity and its Discontents: Late Modern Political Thought**

**(Sec 001); Credit will not be granted if credit has been received for: POL 3253, POL 3253, POL 4253; 4 cr; prereq credit will not be granted if credit received for: 3253; meets DELM req of classroom**

**Instructor:** Dietz, Mary G !!CLA Distinguished Tchg Awd!!

**Description:** Over a period of roughly 100 years (1820-1920) a political and theoretical discourse of "modernity" emerges within a diverse array of significant political theory texts in European thought. This course will address the problem of modernity and its discontents by way of two overlapping themes that resonate within the works of Hegel, Marx, Tocqueville, Mill, Nietzsche, Weber, and Freud. The first theme concerns the project of emancipation and the development of theories that seek to understand political society and the state in terms of historical progress (Hegel); capitalism and class struggle (Marx); mass democracy, liberty, and social conformism (Tocqueville, Mill). The second theme introduces the disenchantment of the world in the face of the increasing fragmentation, routinization, rationalization, and herd morality of everyday life (Nietzsche, Weber, Freud). These themes, introduced and sustained within modernity, remain compelling aspects of contemporary existence. Our critical and interrogative study of these theorists and texts will address how and why this is so. Undergraduate, and graduate (not polsci), majors and non-majors.

**Class time:** 75% lecture, 25% Discussion

and morpho-syntactic structures of Portuguese. Cultural components will focus on Brazil, Portugal, and/or Portuguese-speaking Africa.

**Class time:** 20% lecture, 10% Closed Circuit TV, 60% Discussion, 10% in-class writing

**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 8 papers

**Grade:** 15% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% quizzes, 15% in-class presentations, 20% class participation

**Port 3003 Portuguese Conversation and Composition**

**(Sec 001); 4 cr; prereq 1104, 3001, Port LPE; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course will focus on grammar review through practical activities in order to encourage conversation. There will also be readings, films/videos, and discussions that will center on Brazilian and/or Portuguese, and/or Lusophone African cultures. The main objective is for students to improve all four language skills (comprehension, reading, speaking, and writing).

**Port 3502W Foundations of Brazilian Culture**

**(Sec 001); Credit will not be granted if credit has been received for: PORT 3402, PORT 3502V, PORT 3502V, LAS 3502W; 3 cr; prereq 3003 or equiv; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course will offer a vision of Brazilian culture, history, and politics, as seen primarily through foundational literary works from the nineteenth and twentieth centuries. We will focus on the time period immediately after the arrival of the Portuguese royal family to Brazil in 1808 until today, a time when globalization is re-defining territorial, economic, and political borders, while the mass-media (for good or ill) plays a powerful homogenizing role from a cultural standpoint. Aside from novels, short stories, poetry, and critical readings, our course will also include several paradigmatic films that will help us sort through the main thematic that will be explored, namely: national identity, authoritarianism, the role of women, social exclusion, dictatorship, and modernization. This course will be taught by visiting professor Lucia Helena.

**Class time:** 60% lecture, 30% Discussion, 10% film screenings

**Work load:** 200+/- pages of reading per week, 25+ pages of writing per semester, 7 short critical papers

**Port 5910 Topics in Lusophone Cultures**

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom**

**Instructor:** Arenas, Fernando

**Description:** New Worlds in the Tropics: Discourses on/of Portuguese Colonialism. This interdisciplinary course entails a critical study of the experience of Portuguese colonialism in Brazil, Africa, and Asia between the fifteenth and nineteenth centuries. We will focus on key ideas and texts related to the formation and (early) development of Portugal, Brazil, and Lusophone Africa (Angola, Cape Verde, Guinea-Bissau, Spo TomT & Prncipe, and Mozambique). We will explore various theoretical questions and cultural debates related to the colonial fact, among others: the dynamic of power and knowledge which is central to colonial relationships; representation and alterity; the internal dialectic within colonial discourse; the relationship between national identity and empire (in the case of Portugal); the experience of slavery; the emergence of hybrid societies (in the cases of Brazil, Cape Verde, and Angola). A multiplicity of discourses, genres, and areas of knowledge will be covered, such as literature (poetry, novels, theater, travel literature, sermons), critical thought, history, cinema, painting, and contemporary popular music. Open to graduate and advanced undergraduate students. This course will be taught in Portuguese, however, discussion and writing can take place in English, Spanish, or Portuguese.

**Class time:** 40% lecture, 10% Closed Circuit TV, 50% Discussion

## Portuguese

34 Folwell Hall: 612/625-5858

**Port 1102 Beginning Portuguese**

**(Sec 001); 5 cr; prereq 1101 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Text: "Bem Vindo", workbook, dictionary. Basic grammar points: past tense, possessives, pronouns, agreements (gender/number). Cultural aspects: Brazil, Portugal and/or Lusophone Africa.

**Class time:** 15% lecture, 15% Closed Circuit TV, 60% Discussion, 10% in-class exercise

**Work load:** 10 pages of reading per week, 3 exams, 8 quizzes

**Grade:** 15% mid-semester exam(s), 25% final exam, 20% quizzes, 10% in-class presentations, 20% class participation, 10% compositions

**Port 1104 Intermediate Portuguese**

**(Sec 001); 5 cr; prereq 1103 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Continuation of 1103. This intermediate level Portuguese language course focuses on the acquisition of basic skills (Speaking, Comprehension, Reading, and Writing). Cultural aspects: Brazil, Portugal, and/or Lusophone Africa.

**Class time:** 15% lecture, 15% Closed Circuit TV, 60% Discussion, 10% in-class exercise

**Work load:** 10 pages of reading per week, 3 exams

**Grade:** 15% mid-semester exam(s), 25% final exam, 20% quizzes, 10% in-class presentations, 20% lab work, 10% compositions

**Port 3001 Portuguese for Spanish Speakers**

**(Sec 001, 002); 4 cr; prereq [[Span 3015, LPE] or Port LPE or instr consent], speak other Romance language; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Study of Portuguese based on student knowledge of Spanish (speakers of other Romance languages are allowed with instructor permission). Contrastive approach to the phonic

**Work load:** 200-300 pages of reading per week, 20-25 pages of writing per semester, 1 papers

**Grade:** 50% written reports/papers, 20% in-class presentations, 30% class participation

#### Port 5970 Directed Readings

(Sec 001, 002); 3 cr; max crs 9, 3 repeats allowed; prereq MA or PhD candidate, instr consent, dept consent, college consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Lusophone Studies (Portuguese-speaking Africa, Brazil and Portugal) Thematic areas not covered in other courses. Students submit reading plans for particular topics, figures, periods or issues.

## Post Secondary Teaching and Learning

#### PSTL 721 Introductory Algebra

(Sec 001); 0 cr; prereq General Math Placement Test; credit will not be granted if credit received for: 0616, 0617, 0621, 0712, 0713, 0716, 0717, 0722, 1435;; meets DELM req of classroom

**Instructor:** STAFF

**Description:** A first course in algebra taught using a traditional lecture/discussion format where the instructor will introduce, explain, and illustrate concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 60% of each class. The rest of the time you will be working individually and in small groups solving problems, and taking quizzes and exams. During individual and group work the instructor will provide individual help as time permits. See PSTL 0722 for a version of this course done using interactive multimedia computer software. Course covers concepts and procedures of elementary algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work problems that involve whole numbers, fractions, decimals, and percents. Course content includes real number (signed number) operations, equations, inequalities, absolute value, rectangular (x-y) graphs, systems, exponents, polynomials, factoring, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 6. Homework assignments ask you to work 10-40 problems each class day. Testing includes five 50 minute closed-book exams and a two hour comprehensive final. Calculators are allowed. Course prepares you for Intermediate Algebra, PSTL 0731 or PSTL 0732.

**Class time:** 60% lecture, 20% Discussion, 20% Solve algebra problems

**Work load:** 20 pages of reading per week, 5 exams

**Grade:** 60% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving

**Exam format:** Algebra problems to solve (e.g. Solve this equation)

#### PSTL 731 Intermediate Algebra

(Sec 001, 002); Credit will not be granted if credit has been received for: GC 732, GC 732, GC 732, PSTL 732; 0 cr; prereq Grade of at least C in [0713 or 0717 or 0721 or 0722] or General Math Placement Test; credit will not be granted if credit received for: 0618, 0625, 0631, 0732, 1443, 1444, 1445, 1446; meets DELM req of classroom

**Instructor:** STAFF

**Description:** A second course in algebra taught using a traditional lecture/discussion format where the instructor will introduce, explain, and illustrate concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 50% of each class. The rest of the time you will be working individually and in small groups solving problems, and

taking quizzes and exams. During individual and group work the instructor will provide individual help as time permits. See PSTL 0732 for a version of this course done using interactive multimedia computer software. Course covers concepts and procedures of intermediate algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work with expressions, equations, exponents, polynomials, factoring, graphs, and rational expressions and equations. Course content includes roots, radicals, quadratic, exponential, and logarithmic functions, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 6. Homework assignments ask you to work 10-40 problems each class day. Testing includes four 50 minute closed-book exams and a two hour comprehensive final. Calculators are allowed. Course prepares you for Math 1031 College Algebra or Math 1051 Precalculus, as well as PSTL 1454 Statistics (which satisfies the CLE Mathematical Thinking requirement).

**Class time:** 60% lecture, 20% Discussion, 20% Solve algebra problems

**Work load:** 20 pages of reading per week, 5 exams, Many algebra problems to solve each class day

**Grade:** 60% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving

**Exam format:** Algebra problems to solve (e.g. Solve this equation)

#### PSTL 731 Intermediate Algebra

(Sec 003); Credit will not be granted if credit has been received for: GC 732, GC 732, GC 732, PSTL 732; 0 cr; prereq Grade of at least C in [0713 or 0717 or 0721 or 0722] or General Math Placement Test; credit will not be granted if credit received for: 0618, 0625, 0631, 0732, 1443, 1444, 1445, 1446; meets DELM req of classroom

**Instructor:** Stottlemeyer PhD, Janet Stehlik, Barry Jon

**Description:** A second course in algebra taught using a traditional lecture/discussion format where the instructor will introduce, explain, and illustrate concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 70% of each class. The rest of the time you will be working individually and in small groups solving problems, and taking quizzes and exams. During individual and group work the instructor will provide individual help as time permits. See GC 0732 for a version of this course done using interactive multimedia computer software. Course covers concepts and procedures of intermediate algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work with expressions, equations, exponents, polynomials, factoring, and graphs. Course content includes rational expressions and equations, roots, radicals, quadratic, exponential, and logarithmic functions, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 6. Homework assignments ask you to work 10-40 problems each class day. Testing includes five 50 minute closed-book exams and a two hour comprehensive final. Calculators are allowed. Course prepares you for Math 1031 College Algebra or Math 1051 Precalculus, as well as GC 1454 Statistics (which satisfies the CLE Mathematical Thinking requirement).

**Class time:** 70% lecture, 10% Discussion, 20% Solve algebra problems

**Work load:** 20 pages of reading per week, 5 exams, Many algebra problems to solve each class day

**Grade:** 60% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving

**Exam format:** Algebra problems to solve (e.g. Solve this equation)

#### PSTL 1042 Reading in the Content Area

(Sec 002); 2 cr; max crs 6, 3 repeats allowed; prereq Non-native speaker of English, CE enrollment, instr consent; meets DELM req of classroom

**Instructor:** Trites, Jill K Stehlik, Barry Jon !!CCE Distinguished Tchg Award!!

**Description:** GC 1042 is a reading course for students in the

Commanding English Program. This section of GC 1042 is connected to GC 1135: Human Anatomy and Physiology. The textbook in GC 1042 is the same text(s) used in the paired content course. Course objectives include: developing vocabulary and concepts for a given field of study, developing reading strategies, and building study and test-taking strategies for academic success. Specifically, students will work to take accurate lecture notes, predict test questions, analyze multiple choice test questions, use previewing, pre-reading and post-reading strategies, understand the use of referents, punctuation, transitions, and definition cues in academic reading. In addition, students will also learn a variety of ways to effectively study and prepare for a science class.

**Class time:** 25% lecture, 75% Discussion

**Work load:** 30-50 pages of reading per week, 30 pages of writing per semester, Reading notes, vocabulary work and other activities related to human anatomy and physiology.

**Grade:** 10% written reports/papers, 25% special projects, 25% quizzes, 20% in-class presentations, 10% class participation, 10% problem solving

**Exam format:** Quizzes/ short answer essay

**Course URL:** <http://www.webct.umn.edu>

#### **PSTL 1076 Orientation to Self and Career**

**(Sec 001-008); 2 cr; prereq Recommend 12 credits minimum; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** GC 1076 is a self and career exploration course. The goal of the course is to help you organize what you know about yourself in a way that inspires and engages you to explore your career path and take action to find your place in the world of work. Experiential exercises and discussion are major components of the course. Self-reflection and self analysis through writing are also important. In this course, you will do three things: 1) Learn about yourself; 2) Explore career options; 3) Map out next steps for your career path.

**Class time:** 10% lecture, 45% Discussion, 45% Small Group and Experiential Activities

**Work load:** 20 pages of writing per semester, 2 papers, 1 Oral Presentation and 1 Final Project--Portfolio

**Grade:** 30% written reports/papers, 35% special projects, 15% in-class presentations, 10% class participation, 10% homework

#### **PSTL 1082 Structured Accelerated Learning in the Sciences**

**(Sec 001-003); 1 cr; max crs 3, 3 repeats allowed; A-F only; prereq [1081 or 1085], specific content course, adviser approval; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** GC 1082 001 is designed as a companion class to GC 1135 Biological Sciences: The Human Body (also see: [http://gen.edu/faculty\\_staff/jensen/1135/](http://gen.edu/faculty_staff/jensen/1135/)). GC 1082 002 is designed as a companion class to GC 1166 Principles of Chemistry. GC 1082 003 is designed as a companion class to GC 1163 Physical Systems: Principles and Practices. The purpose of these classes is to provide the students with additional time to process the materials presented in the companion class lectures. The course is developmental in nature and offers a variety of relevant exercises including: small group discussions, interactive in-class activities, worksheets, and practice tests and quizzes. An element imbedded into this course is study skills such as note taking, time management, previewing and reviewing materials, and test taking strategies, which can be applied to other University course work.

**Class time:** 10% lecture, 40% Discussion, 50% group activities

**Work load:** 2 hrs/wk on worksheets, flashcards, and activities

**Grade:** 10% quizzes, 25% class participation, 65% worksheets

**Exam format:** multiple choice

#### **PSTL 1364 Literature of the American Immigrant Experience**

**(Sec 001-006); 3 cr; prereq BC; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course explores American immigrant

experiences, both historical and contemporary, through literature generated by and about immigrants to this country. Readings in fiction, expository prose, biography and oral history will be used to explore common themes and issues of the immigrant experience: conditions leading to emigration; adjustments to and impact on the U.S.; change over time; inter-generational conflict, and historical contexts for specified waves of immigration.

Students will read four novels, plus additional background material. Grading will be based on class discussion, journal writing, essays and a class project. Space in the class is reserved for GC students in the Commanding English Program.

**Class time:** 25% lecture, 65% Discussion, 10% Films, guest lectures

**Work load:** 100 pages of reading per week, 40 pages of writing per semester, 4 papers, 1 course project

**Grade:** 60% written reports/papers, 20% special projects, 5% class participation, 15% in-class writing and homework

**Exam format:** take-home essay papers

#### **PSTL 1421 Writing Laboratory: Basic Writing**

**(Sec 001, 002); 3 cr; prereq BC; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course introduces students to basic writing strategies that are encountered in college-level courses. It operates under the assumption that students will practice their writing frequently and gain regular feedback from the instructor. The course is given in computer labs, and active learning is an emphasis in all sections. Authors in the course center around the topic of education. This course is for undergraduates.

**Class time:** 10% lecture, 15% Discussion, 75% various writing exercises. (Percentages vary by section)

**Work load:** 60-80 pages of reading per week, 35-40 pages of writing per semester, 1 exams, 11 papers

#### **PSTL 1513 Small Business Fundamentals With E-Business**

**Applications**

**(Sec 001); 3 cr; prereq TC; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is for current and future entrepreneurs who want to expand their knowledge about starting and/or expanding a small business. Topics include: researching business opportunities, determining target markets, analyzing potential business sites, marketing, financing the small business and writing the prospectus (the plan for starting the business). The course is set up as a "nuts and bolts" course for people serious about becoming entrepreneurs.

**Class time:** 30% lecture, 5% Closed Circuit TV, 30%

Discussion, 35% In-class exercises on setting up and operating a small business

**Work load:** 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 4 papers, 2 "field" exercises examining existing small businesses

**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 15% special projects, 10% quizzes, 0% writing a business plan

**Exam format:** 50% multiple choice; 50% essay

#### **PSTL 1851 Multicultural Relations**

**(Sec 001-003); 3 cr; prereq BC; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is designed for undergraduate students. The course examines the nature of historical and contemporary multicultural relationships within American society. It looks at inter-cultural, inter-ethnic, interracial and cross-gender relationships from both a historical and contemporary perspective. The examination of these issues will help develop methods to analyze and construct connections between systems that devalue, degrade, dehumanize and destroy individuals and groups. The goals and purposes of this course are to enhance effectiveness in analyzing how power, resources, cultural standards and institutional practices and procedures are used to perpetuate the oppression of various groups in the past and the

present. History impacts what we think and do today. The past is in our business with each other today. A result of this analysis is that student's knowledge and skills can be strengthened in helping heal or transform relationships with others who are different and have been negatively impacted by racism, sexism, classism and other oppressive elements in personal, institutional and public life. Consideration of these complicated issues will enhance student's ability to formulate ways of developing more healthy human and multicultural relationships.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 75 pages of reading per week, 25 pages of writing per semester, 3 exams, 5 papers, 4 quizzes.

**Grade:** 15% mid-semester exam(s), 30% final exam, 30% written reports/papers, 5% quizzes, 20% class participation

**Exam format:** multiple choice

assignments will require you to apply information you've learned to real-life situations, including your own life, as well as to think scientifically/critically.

**Class time:** 70% lecture, 15% Discussion, 15% small group exercises

**Work load:** 45 pages of reading per week, 15 pages of writing per semester, 4 exams, 3 papers

**Grade:** 15% mid-semester exam(s), 15% final exam, 25% written reports/papers, 8% class participation, 7% problem solving, 30% on two additional exams

**Exam format:** half multiple choice, half short/long answer

**Course URL:**

<http://personal4.stthomas.edu/stmaurer/Personal/Psy1001/Main.html>

## Psychology

N-218 Elliott Hall: 612/625-4042

### Psy 1001 Introduction to Psychology

**(Sec 036); Credit will not be granted if credit has been received for: GC 1281, GC 1281, GC 1281, PSTL 1281, PSY 1001H, PSTL 1289; 4 cr; prereq credit will not be granted if credit has been received for: GC 1281; meets CLE req of Social Science Core; meets DELM req of internet delivered; meets DELM req of classroom**

**Instructor:** Brothen, Thomas !!Morse Alumni Award!!

**Description:** Psy 1001 is a 4 credit introduction to the scientific study of human behavior and mind, and a prerequisite for all advanced Psychology courses. Students meet the first week for a course introduction and the last week for a final exam. They complete online exercises and quizzes with WebCT over the Internet. The course focuses on scientific explanations and real world examples of how individuals understand and make sense of their world and experiences. It deals with the problems, methods and research findings of psychology and introduces students to the biological basis of behavior; physical, emotional and cognitive development; models of learning, memory, and representation of the world; individual differences in personality and intelligence; abnormal behavior and treatment and social influences on individual behavior.

**Class time:** 100% WebCT Internet exercises and quizzes

**Work load:** 700 pages of reading

**Grade:** 30% final exam, 5% written reports/papers, 65% quizzes

**Exam format:** multiple choice and fill-in

**Course URL:** <http://webct3.umn.edu/webct/>

### Psy 1001 Introduction to Psychology

**(Sec 033); Credit will not be granted if credit has been received for: GC 1281, GC 1281, GC 1281, PSTL 1281, PSY 1001H, PSTL 1289; 4 cr; prereq credit will not be granted if credit has been received for: GC 1281; meets CLE req of Social Science Core; meets DELM req of internet delivered; meets DELM req of classroom**

**Instructor:** Maurer, Steven Thomas

**Description:** Psychology 1001 is an introduction to the scientific study of human behavior and a prerequisite for all advanced psychology courses. The course introduces the problems, methods, and findings of modern psychology to beginning students, and emphasizes the scientific analysis of behavior and cognition. The course is designed for a broad undergraduate audience, as it is a requirement for many majors, and most students who take the course do not go on to major in psychology. I have designed this course with four objectives in mind. At the end of this course all of you should: 1. know the basic terms, concepts, principles, methods, and perspectives of psychology; 2. be able to apply this knowledge to your own life and the world around you; 3. be able to think critically about psychology and pop psychology; 4. be able to do the first three things after you get out into "the real world" after college. Though primarily lecture format, this class involves a great deal of interaction with the professor and other students. In-class

### Psy 2801 Introduction to Psychological Measurement and Data Analysis

**(Sec 001); 3 cr; prereq High school algebra, [PSY 1001 or equiv]; intended for students who plan to major in psychology; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom**

**Instructor:** Nichol, Penny E

**Description:** Psy 2801 is an introduction to the basic concepts and procedures related to the measurement and analysis of psychological variables. The main goal of this course is for students to understand the data of psychology and the appropriate selection and use of statistical tools to describe and evaluate results of psychological research. This course is a combination lecture/laboratory course. As such, students are expected to listen and participate in both the lectures and laboratory activities. To fulfill the University's mathematical thinking requirement, this course will emphasize the application of statistics to psychological data. Students will learn not only how to compute the statistics necessary for basic psychological data analysis, but will gain a conceptual understanding of the foundations of psychological measurement and the concepts behind statistics, such as sampling distributions and the logic of testing statistical hypotheses. PSY 1001 (or equivalent) is a prerequisite for the course.

**Class time:** 67% lecture, 33% Laboratory

**Work load:** 20-40 pages of reading per week, 4 exams, 1 papers

**Exam format:** mixture of multiple choice, short answer, and computation/interpretation questions

### Psy 3001W Introduction to Research Methods

**(Sec 014); 3 cr; prereq [1001, 2801] or instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Schlicht, Erik J

**Description:** PSY 3001W (4 cr) is an introduction to the basic concepts and procedures used to conduct research in Psychology. Emphasis is placed on understanding traditional research methods, applying sound experimental techniques in order to produce interpretable results, and evaluating scientific claims. PSY 3001W is a writing intensive (WI) course and satisfies a Liberal Education social science requirement. As such, students will complete a number of writing assignments, culminating in an APA style research report. This course meets the writing intensive requirement stating that at least 33% of the student's final grade must be based upon student writing. Prerequisites: PSY 1001 (Intro Psychology) and at least sophomore standing.

### Psy 3031 Introduction to Sensation and Perception

**(Sec 001); 3 cr; prereq 1001; meets DELM req of classroom**

**Instructor:** Stellmack, Mark A

**Description:** This course is an introduction to sensory systems and perceptual processes, with an emphasis on vision and hearing, but also covering smell, taste, and touch. Our discussion of each of the major sensory modalities will begin with the anatomy and physiology of the sense organs, emphasizing the relationship between the physical stimulus and the neural response that it elicits. We will proceed to the more complex psychological aspects of perception as they have been revealed through the specialized experimental methods of perceptual

research, relating psychology back to physiology whenever possible. Students will be expected to be able to read and interpret simple graphs. The course is intended for undergraduates who have had little previous exposure to these topics.

**Class time:** 90% lecture, 10% In-class demonstrations

**Work load:** 40 pages of reading per week, 3 exams, Weekly extra-credit quizzes

**Grade:** 33% Each exam

**Exam format:** Multiple choice and short answer

**Psy 3051 Introduction to Cognitive Psychology**  
(Sec 001); 3 cr; prereq 1001; meets CLE req of Social Science Core; meets DELM req of classroom  
Instructor: STAFF

**Description:** Scientific study of the mind in terms of representation and processing of information. Research and theory on cognitive abilities such as perception, attention, memory, language, and reasoning. Aspects of computational modeling and neural systems.

**Psy 3135 Introduction to Individual Differences**  
(Sec 001); Credit will not be granted if credit has been received for: PSY 5135, PSY 5135, PSY 5135, PSY 5135; 3 cr; prereq 1001; meets DELM req of classroom  
Instructor: Yoon, Henry Hyunkoo

**Description:** This course will provide you with a broad overview and general introduction to the field of Behavior Genetics (BG) as it pertains to the nature and origins of individual differences. An emphasis is placed on the use of genetic designs and research applications to study differential behavior within various psychological domains (e.g., intelligence, personality, psychopathology). Towards this goal, principles and findings from quantitative genetics (twin and adoption studies), molecular genetics, as well as cytogenetics will be discussed. This course is a prerequisite to Psychology 5-137: Behavioral Genetics. Students are expected to have taken an introductory psychology course as well as an intro course to basic statistics. No prior study of genetics beyond high school biology is assumed, although it would help facilitate an understanding of the material.

**Class time:** 98% lecture, 2% video

**Work load:** 3 exams

**Grade:** 60% mid-semester exam(s), 40% final exam, 0% extra credit opportunity

**Exam format:** Mostly multiple choice, some short answers

**Psy 3201 Introduction to Social Psychology**  
(Sec 012); 4 cr; prereq 1001 or instr consent; meets DELM req of classroom

Instructor: Hertel, Andrew William

**Description:** Based on the recognition that we humans are social animals, the fundamental assumption of social psychology is that human behavior is a function of the social environment. In other words, social psychology is concerned with how the social environment both impacts and is impacted by individual's thoughts, feelings, and behaviors. This course is designed to provide you with a thorough overview of social psychological principles, theories, constructs, and methodologies. Specific topics covered include: conformity, prejudice, stereotypes, discrimination, attitudes, persuasion, person perception, aggression, prosocial behavior, and interpersonal relationships.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 30-40 pages of reading per week, 20 pages of writing per semester, 3 exams, 10 papers

**Grade:** 40% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% class participation

**Exam format:** multiple choice

**Course URL:** <http://www.psych.umn.edu/courses>

**Psy 3301 Introduction to Cultural Psychology**  
(Sec 001); 3 cr; A-F only; prereq 1001; meets CLE req of Social Science Core; meets DELM req of classroom  
Instructor: Song, Sue

**Description:** In this course students will learn about current

theories and research on culture, race, and ethnicity. The course is aimed to help students gain a better understanding of the ways in which sociocultural contexts influence psychological processes, learn about empirical methods in cultural psychology, and achieve a better appreciation of different cultural groups within and outside of the United States. Students will also be encouraged to consider issues of culture in interpreting personal experiences and in applying issues regarding cultural diversity to various settings.

**Class time:** 90% lecture, 10% discussion & videos

**Exam format:** multiple choice

**Course URL:**

<http://www.psych.umn.edu/courses/fall06/songs/psy3301/default.htm>

**Psy 3511 Introduction to Counseling Psychology**  
(Sec 001); 3 cr; prereq 1001; meets DELM req of classroom  
Instructor: Kaler, Matthew Eric

**Description:** This course is designed to provide an introduction to the field of counseling psychology. Broadly, topics addressed at the beginning of the course will include the history of the discipline, professions within it, and how counseling psychology distinguishes itself from other specialties in the broader fields of psychology and mental health. The bulk of the course will focus on the theories that practicing counseling psychologists and researchers use to inform their work (i.e., formulating case conceptualizations or hypotheses). Additionally, we will integrate a variety of topics of special relevance to counseling psychology throughout the course including ethics, formal assessment, working with cultural diversity, empirical support for treatments, and ongoing research in the field regarding the processes underlying client change and outcomes.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 20-40 pages of reading per week, 10-14 pages of writing per semester, 2 exams, 2 papers, Two additional writing assignments are given, but they are not paper-length assignments (approx. 1 paragraph each).

**Grade:** 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% class participation

**Exam format:** multiple choice and short answer

**Psy 3604 Introduction to Abnormal Psychology**  
(Sec 003); Credit will not be granted if credit has been received for: PSY 5604, PSY 5604H, PSY 5604H; 3 cr; prereq 1001; meets DELM req of classroom  
Instructor: Berg, Kelly Christina

**Description:** This course will introduce students to how mental health professionals conceptualize various types of psychopathology. Students will learn the specific diagnostic criteria for a wide range of mental disorders described in the DSM-IV-TR as well as descriptive information including prevalence rates, ages of onset, and cultural differences. We will also discuss the history of the current diagnostic system, its pros and cons, cultural implications and possible alternatives. During this course, students will be responsible for learning basic descriptive psychopathology; thus, we will only cover the causes and treatments of psychopathology to the extent that it helps students understand the various mental disorders. If students have a particular interest in methods of treatment or therapy, please consider Psy3617: Intro to Clinical Psychology or Psy3511: Intro to Counseling Psychology. Credit will not be granted if credit has been received for Psy5604H, prereq. Psy1001.

**Work load:** 50 pages of reading per week, 3 exams

**Psy 3604 Introduction to Abnormal Psychology**  
(Sec 002); Credit will not be granted if credit has been received for: PSY 5604, PSY 5604H, PSY 5604H; 3 cr; prereq 1001; meets DELM req of classroom  
Instructor: Blonigen, Daniel Michael

**Description:** This course is intended to familiarize you with various types of psychopathology, or mental disorders. You will learn the diagnostic criteria for these disorders as well as the descriptive information needed to give you a sense of what these disorders are "like." Additionally, we will cover the demographic

features of the disorders, and you will be introduced to different theoretical explanations for these syndromes. Treatment may be covered, but will not be a major component of the course (if you are interested in treatment, you are referred to Psy 3617, Intro to Clinical Psychology). This course will also explore the idea of what it means for behavior to be "abnormal" and how we make this decision. Finally, we will introduce you to the DSM-IV-TR, the diagnostic system used by psychologists and psychiatrists and explore alternative diagnostic systems. Material will be presented in a variety of formats, including lecture, large- and small-group discussions, videos, and in-class activities

**Class time:** 75% lecture, 25% Discussion, small-group activities, and videos

**Work load:** 40 pages of reading per week, 3 exams

**Grade:** 60% mid-semester exam(s), 35% final exam, 5% problem solving

**Exam format:** multiple choice, short answer/essay

**Psy 3617 Introduction to Clinical Psychology  
(Sec 001); 3 cr; prereq 3604 or 5604H; meets DELM req of classroom**

**Instructor:** Grove, William Merrill

**Description:** Target audience: mostly majors, who must have taken Psy 3604 (Abnormal Psychology) or equivalent. This course is meant to familiarize students with the field of clinical psychology, primarily as it exists in the U.S. The course first briefly discusses the history of clinical psychology, then outlines training programs (including how to get into graduate school, and what programs are like once one gets in). The rest of the course covers clinical assessment, psychological interventions, and psychopathology and treatment research. This course may help students considering a career in clinical psychology, decide whether this field appeals to them. Main text: Trull's Introduction to Clinical Psychology. Students also read about a dozen empirical research articles in a reading packet. The course is lecture and discussion format. Exams include a mid-term and a final, non-cumulative in coverage and having equal weight. Students usually consider the exams in this course fairly difficult.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 50 pages of reading per week, 3 exams

**Grade:** 66% mid-semester exam(s), 33% final exam, 0% Actually 33% on final; and 33% each of 2 mid-semester exams

**Exam format:** multiple choice

**Course URL:** <http://www.psych.umn.edu/psycourses/GroveW>

**Psy 3666 Human Sexuality  
(Sec 001, 002); 3 cr; prereq 1001; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Overview of theories, research, and contemporary issues in human sexual behavior from an interdisciplinary perspective. Topics include sexual anatomy and physiology, hormones and sexual differentiation, cross-cultural perspectives on sexual development, social and health issues, and sexual dysfunction and therapy.

**Psy 3711 Introduction to Industrial and Organizational Psychology  
(Sec 001); 3 cr; prereq [1000, 3005 or 4801 or equiv, 1001 or instr consent]; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Application of psychological theory and research to recruitment, personnel selection, training and development, job design, work motivation, leadership, performance assessment, and job satisfaction measurement.

**Psy 3902W Major Project in Psychology  
(Sec 001); 4 cr; A-F only; prereq 3005W, psy major, sr; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Major project provides an opportunity for senior psychology majors to show that they: 1. Have enough knowledge of psychology to form an interesting hypothesis. 2. Have the

ability to design a valid study to test this hypothesis. 3. Have the writing and speaking skills to make a clear presentation of their proposed studies. Students will propose studies that would, if performed, add to the body of knowledge within an area of psychology. They will critically review existing literature, form and defend a hypothesis, design a study to test the hypothesis, discuss possible results from such a study, and discuss the significance of those results. Students also have the option of conducting a research study, however it is not required. The student's research proposal or study will culminate in a 10-minute oral presentation and in a 15-page paper. Students should think about proposal topics before the semester begins. Lectures and labs will focus upon refining skills necessary to complete a research study, as well as explore quantitative, qualitative, and mixed research methods. An understanding of statistics and basic research methods is required, however some review is provided throughout the course.

**Class time:** 25% lecture, 50% Discussion, 25% Laboratory

**Work load:** 60 pages of reading per week, 40+ pages of writing per semester, 1 papers

**Grade:** 40% written reports/papers, 10% in-class presentations, 10% class participation, 40% lab assignments, peer reviews, miscellaneous

**Exam format:** None

**Psy 3960 Undergraduate Seminar  
(Sec 001); 3 cr; max crs 45, 9 repeats allowed; prereq 1001; meets DELM req of classroom**

**Instructor:** Niccoli-Waller, Caprice

**Description:** Researchers in the field of Hormones & Behavior (behavioral endocrinology) study the relationship between the neuroendocrine system and behavior. Although much of the early work, and even current work, uses the laboratory rat as an animal model, we will take a broad approach and incorporate studies on many other species, including work done in the "field" and work done in humans. We will incorporate and integrate evolutionary, developmental, and clinical perspectives. The overall goal of this undergraduate course (lecture & discussion) is for students to develop a sophisticated understanding of the relationships between endocrinology and behavior (including sex differences, reproductive, parental, and aggressive behaviors).

**Class time:** 70% lecture, 30% Discussion

**Work load:** 40 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Psy 3960 Undergraduate Seminar  
(Sec 002); 3 cr; max crs 45, 9 repeats allowed; prereq 1001; meets DELM req of classroom**

**Instructor:** Tran, Sisi

**Description:** The course provides an introduction to theory and research in close relationships. It covers topics including (1) theoretical perspectives on close relationships, (2) perceptions of and interactions within close relationships, (3) relationship development and maintenance, and (4) relationship conflict and dissolution. The course is structured as an undergraduate seminar, geared around class discussion.

**Class time:** 30% lecture, 50% Discussion, 20% class activities/exercises and student presentations

**Work load:** 50 pages of reading per week, 40 pages of writing per semester

**Grade:** 40% written reports/papers, 20% in-class presentations, 40% class participation

**Psy 3960H Undergraduate Honors Seminar in Psychology  
(Sec 001); 3 cr; max crs 36, 9 repeats allowed; prereq Honors; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Bono, Joyce Ellen

**Description:** This course, titled "Leadership and Personal Development" is focused on learning about leadership from an academic perspective (such as what is leadership, what is effective leadership, (how) can we develop leaders) and learning about leadership from a personal perspective. Students will be expected to solicit feedback from others and to discuss their

strengths and vulnerabilities as a person and as a leader with classmates. Students will participate in group discussions and class exercises designed to provide them with an opportunity to both learn about and practice leadership skills. The course will include discussions of leadership, interviews with leaders, as well as reading and writing about leaders and leadership.  
**Class time:** 10% lecture, 90% Discussion

#### **Psy 3993 Directed Study**

**(Sec 001); 1-6 cr; max crs 24, 8 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Directed studies allow undergraduates to gain knowledge about a topic in psychology in a manner not available in traditional course offerings. Students work with a faculty/adjunct faculty member. Activities may include conducting literary research, writing a paper or developing an individual project. Directed Studies require a special contract with signed approval of a faculty member, student and psychology advisor. The contract and registration instructions are available in 105 Elliot Hall. Undergraduate students may register for Directed Studies for 1-6 credits per semester.

**Class time:** 100% Determined by faculty advisor

**Work load:** 3 Hours each week per registered credit.

**Grade:** 100% Determined by faculty advisor

**Exam format:** Typically, there are no exams

#### **Psy 4501 Psychology of Women**

**(Sec 001); 3 cr; prereq 1001 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course covers current theories and research regarding the psychology of women and psychological sex differences. This includes topics that relate uniquely to women (e.g., pregnancy) as well as differences and similarities between men and women. It is primarily geared toward upper-level psychology majors. More specific topics include sex differences in infancy; sex differences in personality and abilities in adulthood; gender stereotypes; menstruation; sexuality; pregnancy, childbirth and motherhood; women, achievement and work; women and psychotherapy; specific psychological disorders common in women (e.g., eating disorders); violence against women; heterosexual and lesbian relationships; and older women. The emphasis of the course is on critically evaluating the research literature on gender differences and similarities. Class time is divided between lectures, small group discussions, and large group discussions. There will also be occasional guest speakers and videotapes.

#### **Psy 4902V Honors Project**

**(Sec 001); 1-6 cr; max crs 5; A-F only; prereq Honors, instr consent, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** The Honors Project is a critical literature review or empirical study undertaken in consultation with a faculty/adjunct faculty advisor. Projects may be developed independently or through previous work on faculty research projects, but in either case must be sponsored by a faculty member. Students may enroll for a total of 6 credits across one or more terms. Total credit depends upon the nature and scope of the thesis. Psychology majors enrolled in the Honors Program are eligible. Typically taken during the senior year. For details regarding selection of an advisor and registration, see an advisor in 105 Elliott. Registration requires completion of a contract form and faculty advisor and Psychology departmental approval.

**Class time:** 100% Determined by faculty advisor

**Work load:** 3 hours of work each week per credit

**Grade:** 100% Determined by faculty advisor

#### **Psy 4993 Directed Research: Special Areas of Psychology and Related Sciences**

**(Sec 001, 006, 027, 031, 040, 048); 1-6 cr; max crs 48, 8**

**repeats allowed; prereq instr consent, dept consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Specialized research laboratory courses.

Registration requires instructor and departmental approval. Information and registration instructions are available in 105 Elliot Hall.

**Class time:** 100% Varies by instructor.

**Work load:** Varies by instructor.

**Grade:** 100% Varies by instructor.

**Exam format:** Varies by instructor.

#### **Psy 4994V Honors Research Practicum**

**(Sec 001); 4 cr; prereq 3005W, honors psych; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Fletcher, Charles R

**Description:** The major goals of this course are to familiarize you (as a Psychology Department honors major) with research opportunities available in the University of Minnesota Psychology Department, provide you with practical experience conducting psychological research, and prepare you to write an honors thesis in psychology. To achieve these goals you will be required to work approximately nine hours each week on a research project designed and supervised by a faculty member or graduate student, make a formal in-class presentation, and write a 10 - 15 page research report. You will also be required to attend class each week and complete the required readings and assignments before each class.

**Class time:** 25% lecture, 75% work on individual research projects

**Work load:** 20 pages of reading per week, 40 pages of writing per semester, 4 papers, 1 in-class presentation, 6 reviews of other student's papers

**Grade:** 50% written reports/papers, 25% in-class presentations, 25% class participation

**Exam format:** none

#### **Psy 4996H Honors Internship/Externship**

**(Sec 001); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Honors, instr consent, dept consent, college consent; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** The Honors Internship/Externship provides Psychology Honors Students with an opportunity to gain practical experience in a "real life" setting relevant to an academic interest in psychology. The objective is for the student to learn practical skills and discover work in a particular career area. Opportunities may be coordinated through the Career and Community Learning Center. A written report describing the experience and its consequences is required. Written evaluation from the internship supervisor will be considered as part of the evaluation. Registration requires a contract between a faculty member and the student, and approval from the department. Registration instructions are available in 105 Elliott Hall.

**Class time:** 100% varies by advisor

**Work load:** 3 hours of academic work each week per credit

**Grade:** 100% varies by advisor

**Exam format:** Typically, there are no exams

#### **Psy 5014 Psychology of Human Learning and Memory**

**(Sec 001); 3 cr; prereq 3011 or 3051 [except for honors/grad student]; meets DELM req of classroom**

**Instructor:** Koutstaal, Wilma

**Description:** A fundamental characteristic of memory is that it in some way repeats or copies something that occurred previously to an organism. However, there is clear variability in the extent to which what is recalled actually matches or echoes what was originally experienced. Further, although this variability is often viewed as a problem, as it may result in errors of memory, such variability, in other contexts, is linked to sought after forms of thinking and expression, with implications for the transfer of learning, creativity, problem-solving, how we classify objects and

events, and modes of thinking such as analogy and metaphor. A goal of this course is to understand how we adaptively use memory (episodic, semantic, procedural) in both exact and variable ways. We also will seek to relate behaviorally observed variability in memory to specific brain processes. This is an intensive seminar class. Each week, all students prepare written responses on specific chosen topics from the assigned readings (topics are selected from a list of provided options), and present their topic during the class.

**Work load:** 50-60 pages of reading per week, 60-70 pages of writing per semester, 2 take-home exams, 1 term paper, + written prepared topics (~2 pages) for every class

**Grade:** 40% written reports/papers, 15% class participation, 20% Take Home Exam I; 25% Take Home Exam II

**Psy 5018H Mathematical Models of Human Behavior (Sec 001); 3 cr; prereq Math 1271 or instr consent ; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Schrater, Paul Robert

**Description:** Mathematical models of complex human behavior, including individual and group decision making, information processing, learning, perception, and overt action. Specific computational techniques drawn from decision theory, information theory, probability theory, machine learning, and elements of data analysis.

**Psy 5064 Brain and Emotion (Sec 001); 3 cr; A-F only; prereq 3061 or 5061 or instr consent; meets DELM req of classroom**

**Instructor:** Cuthbert, Bruce Newell

**Description:** This course will explore contemporary approaches to research on emotional processes, and the systems in the brain that implement emotional behavior. The course includes coverage of emotional processes as they are studied both in humans and in animals. Related affective processes such as mood and temperament will also be discussed. Class discussions will emphasize the need to think critically about emotional behavior and subjective feelings as they relate to activity in various parts of the brain.

**Class time:** 65% lecture, 35% Discussion

**Work load:** 25-40 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 40% final exam, 20% written reports/papers, 10% class participation

**Exam format:** multiple choice, short essay

**Psy 5138 Psychology of Aging (Sec 001); 3 cr; prereq 3005W or equiv; meets DELM req of classroom**

**Instructor:** Gershenson, Celia Wolk

**Description:** The major focus of this course is to identify and describe those factors that contribute to the normal aging process. We will concentrate on the behavioral changes that occur during late adulthood. We also will discuss factors that change minimally with age. Among the topics to be covered are: demographics, research methodology, attention, learning, memory, mental abilities, personality, psychopathology, cognitive impairment, social factors, and biological aspects of aging as related to psychological processes. We will also touch upon the application of research findings as well as ethical and policy issues. The emphasis will be on empirical findings and related conceptual and theoretical approaches. In brief, we will attempt to differentiate between myths and facts through the scientific study of adult development. We will attempt to identify the factors that contribute to successful or optimal aging. The overall conceptual approach is a life span developmental one.

**Class time:** 60% lecture, 35% Discussion, 5% In class demonstration and exercises

**Work load:** 25-50 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, 3 exercises evaluating media coverage of aging issues

**Grade:** 40% final exam, 20% written reports/papers, 40% quizzes

**Exam format:** Multiple choice, short answers, short essays.

**Course URL:**

<http://www.psych.umn.edu/courses/spring05/gershenson/psy5138>

**Psy 5202 Attitudes and Social Behavior (Sec 001); 3 cr; prereq 3201 or instr consent; meets DELM req of classroom**

**Instructor:** Borgida, Eugene !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

**Description:** No one area of theory and research is more identified with the field of social psychology than the study of attitudes and persuasion processes. This course therefore has been designed to review and examine critically both traditional and current theory and research on the psychology of attitudes and persuasion in social psychology and allied fields within psychology and in other social sciences. The first part of the course will cover the historical background of the field, attitude theory, and explicit and implicit measurement, the cognitive structure and functions of attitudes, and the complex relationship between attitudes and behavior. The second part of the course will cover various social psychological theories of persuasion and their diverse applications. Class time will involve lectures by the instructor and guest lecturers, discussion of the text readings, and an occasional video or in-class demonstration.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 50 pages of reading per week, 25-30 pages of writing per semester, 2 exams, 2 papers

**Grade:** 25% mid-semester exam(s), 25% final exam, 50% written reports/papers, 0% Total number of points based on all exams and papers, graded on a curve.

**Exam format:** Multiple choice, short ID questions, essay on exam #2

**Course URL:**

<http://www.psych.umn.edu/courses/spring06/borgida/psy5202>

## Public Affairs

225 HHCtr: 612/624-3800

**PA 4961W Leadership for Global Citizenship**

**(Sec 001); Credit will not be granted if credit has been received for: EDPA 4303, EDPA 4303W, EDPA 4303W, EDPA 4303W, EDPA 4303W; 3 cr; A-F only; prereq 3971 or EdPA 3402; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Atwood, Susan J

**Description:** This course, the capstone academic experience in the Undergraduate Leadership Minor sequence, is designed to focus student learning that has been developed in earlier leadership courses. Leadership theory, community building, social change, and interdisciplinary approaches to complex global issues will be the main components in this course. Students will be expected to demonstrate skill in analysis of pertinent literature, write with purpose and clarity, appreciate intense internships, and lead thoughtful group study. In this course, students will finalize portfolios and submit other scholarly products to demonstrate a mature understanding of personal and positional leadership in a changing global context.

## Public Health

A-302 Mayo (Box 197): 612/624-6669

**PubH 1003 Alcohol and College Life**

**(Sec 001, 002); 1 cr; prereq fr or soph or PSEO; meets DELM req of internet delivered**

**Instructor:** Rothenberger III, James Henry !!Morse Alumni Award; Outstanding Service Award!!

**Description:** This course provides first year students with unbiased factual information about how alcohol and drug use affects college life. It reinforces personal prevention strategies as

well as aims at maximizing student and campus safety. Practical hints and tips about how to succeed socially and academically are presented in the context of research and personal experiences by other students. For more information about this course please visit our web-site at <http://www.collegelife.umn.edu>. Although you can complete the course at your own pace, there are due dates for the assignments and quizzes.

**Class time:** 100% Distance learning, web-based

**Work load:** 5 exams, 2 papers, 30 pages of reading and computer interaction per week

**Grade:** 40% written reports/papers, 60% quizzes

**Exam format:** Multiple choice

**Course URL:** <http://www.collegelife.umn.edu>

#### **PubH 3001 Personal and Community Health**

**(Sec 001); 2 cr; meets DELM req of classroom**

**Instructor:** Farley, Dana Mark

**Description:** Introduction to scientific, socio-cultural, and attitudinal aspects of communicable and degenerative diseases, environmental and occupational health hazards, alcohol and drug problems; emphasis on role of education in health conservation, disease control, and drug use. The full syllabus for the course, including lecture outlines, textbook and exam information, can be found at the course URL listed below.

**Class time:** 100% lecture

**Work load:** 20 pages of reading per week, 4 pages of writing per semester, 3 exams, 1 papers, discussion board

**Grade:** 40% final exam, 10% written reports/papers, 25% on each of two mid-term exams

**Exam format:** Multiple choice, fill-in-the-blank, short answer

**Course URL:**

[http://www.epi.umn.edu/academic/pdf/f04\\_3001.pdf](http://www.epi.umn.edu/academic/pdf/f04_3001.pdf)

#### **PubH 3003 Fundamentals of Alcohol and Drug Abuse**

**(Sec 001); Credit will not be granted if credit has been received for: PUBH 3004, PUBH 3004, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 6003, PUBH 3005; 2 cr; meets DELM req of classroom**

**Instructor:** Rothenberger III, James Henry !!Morse Alumni Award; Outstanding Service Award!!

**Description:** Lecture and special readings on the scientific, sociocultural and attitudinal aspects of alcohol and other drug problems, with special emphasis on incidence, prevalence, high risk populations, prevention, and interventions. The full syllabus for the course, including lecture outlines, textbook and exam information, can be found on the Course URL, listed below.

**Class time:** 100% lecture

**Work load:** 15 pages of reading per week, 4 pages of writing per semester, 3 exams, 1 papers, discussion board

**Grade:** 40% final exam, 10% written reports/papers, 25% on each of two mid-term exams

**Exam format:** multiple choice

**Course URL:**

[http://www.epi.umn.edu/academic/pdf/f04\\_3003.pdf](http://www.epi.umn.edu/academic/pdf/f04_3003.pdf)

#### **PubH 3005 Fundamentals of Alcohol and Drug Abuse for Teacher Education**

**(Sec 001); Credit will not be granted if credit has been received for: PUBH 3003, PUBH 3003, PUBH 3004, PUBH 3004, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 5003, PUBH 6003; 1 cr; prereq Undergrad in agricultural educ or business/marketing educ or career/technical educ or foundations of educ or [kinesiology, pre-PE] or technology educ or music educ; meets DELM req of internet delivered; meets DELM req of classroom**

**Instructor:** Rothenberger III, James Henry !!Morse Alumni Award; Outstanding Service Award!!

**Description:** The course is entirely online, including all readings, quizzes and assignments. There are specific due dates for quizzes and assignments. This course is meant for teaching majors, and the primary assignment is the development of a detailed lesson plan. The lesson plan assignment assumes that students have had some educational methods coursework. The

assignment guidelines are specific, but some students without pedagogy coursework have struggled with the assignment in the past.

**Class time:** 100% Online lessons, quizzes and assignments. Students do not need to be online at specific times, but ARE REQUIRED TO MEET QUIZ AND ASSIGNMENT DUE DATES.

**Work load:** 20-25 pages of reading per week, 6-10 pages of writing per semester, 2 papers, 6 online quizzes; reading approximately 1.5 lessons (each lesson 6-10 pg) or 10 pages assigned articles per week, additional reading for lesson plan research.

**Grade:** 10% written reports/papers, 30% special projects, 60% quizzes

**Exam format:** multiple choice

**Course URL:** <http://www.epi.umn.edu/pubh3005-6003/>

#### **PubH 3040 Dying and Death in Contemporary Society: Implications for Intervention**

**(Sec 001); Credit will not be granted if credit has been received for: PUBH 5040, PUBH 5040, PUBH 5040, PUBH 6040; 2 cr; max crs 4; prereq Jr or sr or instr consent ; meets DELM req of correspondence; meets DELM req of classroom**

**Instructor:** Rothenberger III, James Henry !!Morse Alumni Award; Outstanding Service Award!!

**Description:** Basic background information on concepts, attitudes, ethics, and lifestyle management in relation to dying, death, grief, and bereavement. Emphasis will be placed on the intervention and educational aspects of the above topics for community health and helping professionals and educators. The full syllabus for the course, including lecture outlines, textbook and exam information can be found at the website listed below.

**Class time:** 95% lecture, 5% one visit to a funeral home

**Work load:** 100 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 papers, discussion board

**Grade:** 30% final exam, 30% written reports/papers, 20% on each of two mid-term exams

**Exam format:** short answer/essay

**Course URL:**

[http://www.epi.umn.edu/academic/pdf/s04\\_3040.pdf](http://www.epi.umn.edu/academic/pdf/s04_3040.pdf)

#### **PubH 3093 Directed Study: Public Health**

**(Sec 002); 1-4 cr; max crs 4, 4 repeats allowed; prereq instr consent ; meets DELM req of independent study**

**Instructor:** Farley, Dana Mark

**Description:** Independent study number for students working on a pre-approved project with instructor. THIS IS NOT A CLASS.

#### **PubH 3093 Directed Study: Public Health**

**(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; prereq instr consent ; meets DELM req of independent study**

**Instructor:** Rothenberger III, James Henry !!Morse Alumni Award; Outstanding Service Award!!

**Description:** Independent study number for students working on a pre-approved project with instructor. THIS IS NOT A CLASS.

#### **PubH 3639 Prevention: Theory, Practice, and Application in Public Health Services**

**(Sec 001); 3 cr; prereq Jr or sr; meets DELM req of classroom**

**Instructor:** Shanedling PhD, Stanton Barry

**Description:** This course is designed for students and professionals in health and related disciplines who wish to explore current issues and controversies centered on the idea of prevention/health promotion and how it relates to health services and program implementation. Topics include historical analysis, definitions, theory and models, public health approaches policy/legislative issues, leadership, health planning, data and information, managed care/disease management, diversity planning, marketing, communication, and evaluation. Teaching methodology includes lecture, discussion and group presentations. Guest speakers from the community will be incorporated as an integral part of the course. Text: Green, L.W. and Krueger, M.W. Health Program Planning: An Educational and

Ecological Approach, 4th ed., McGraw Hill, 2005. Course requirements: two papers, group project, one quiz .

**Class time:** 80% lecture, 20% Discussion

**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 2 papers, .

**Grade:** 55% written reports/papers, 35% in-class presentations, 10% class participation

**Exam format:** If a quiz is given, - short answer

### PubH 3801 Health Economics and Policy

**(Sec 001); Credit will not be granted if credit has been received for: APEC 3801; 3 cr; prereq [Principles of microeconomics [ApEc 1101 or Econ 1101], knowledge of plane geometry] or instr consent; meets DELM req of classroom**

**Instructor:** Jonk, Yvonne C

**Description:** This course examines the economics of health care markets, and aims to further enhance your understanding of real world problems faced by consumers and producers of health care services. The course builds on basic microeconomic principles of the supply and demand for health, health care, and health insurance, and also explores the role of government. Both theoretical models and empirical applications will be discussed. The course will be a combination of lecture and class discussion, with students leading some of the discussion. Readings will come from textbooks, journal articles, the media, and information found on the Internet. Students are expected to read the assignments before class and be prepared to discuss the readings.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 30 pages of reading per week, 3 exams, weekly quizzes

**Grade:** 45% mid-semester exam(s), 20% final exam, 15% quizzes, 5% class participation, 15% problem solving

**Exam format:** short answer, problem solving, essay, and multiple choice questions

**Course URL:**

[http://www.hsr.umn.edu/fac\\_pages/yjonk/yjonk.html](http://www.hsr.umn.edu/fac_pages/yjonk/yjonk.html)

## Radiation Therapy

101 Wesbrook Hall: 612/624-4000

### RTT 3121 Radiation Physics II

**(Sec 001); 3 cr; A-F only; prereq BAS-RTT admitted (UMMC); meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Technical aspects of radiation therapy. Treatment modalities and their properties, clinical dosimetry, treatment planning. Class held at the University of Minnesota Medical Center.

### RTT 3696 Clinical Practicum II

**(Sec 001, 002); 3 cr; A-F only; prereq 3596, RTT BAS student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This session is designed to assist the student in the initial application and integration of principles of radiation therapy practice into the clinical setting. The student actively participates in patient care procedures and will be able to perform simple to intermediate level clinical competency exams. In cooperation with Mayo School of Health Sciences, Rochester

### RTT 4601 Project

**(Sec 001); 1 cr; A-F only; prereq 3696, BAS RTT student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The student will research a topic of their choice and present their paper to faculty and students. The student will be encouraged to submit the paper for publication. This is a guided independent study project. Faculty will be available to provide guidance and input into the development of the project.

In cooperation with Mayo School of Health Sciences, Rochester.

### RTT 4796 Clinical Practicum V

**(Sec 001); 3 cr; A-F only; prereq 3596, 3696, 4596, 4696, BAS RTT student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** In this final clinical rotation the student is responsible for demonstrating knowledge and full comprehension of all radiation treatment and simulation procedures. This session allows students to enhance their problem solving abilities as they assist with the integration of dosimetric changes in a treatment and participate in advanced level procedures. Includes spot checks or completion of any remaining clinical competency exams. In cooperation with Mayo School of Health Sciences, Rochester.

## Recreation Resource Management

115 Green Hall: 612/624-3400

### RRM 3201 Introduction to Travel and Tourism

**(Sec 001); Credit will not be granted if credit has been received for: RRM 5201, RRM 5201; 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Messer, Cynthia Cosdon

**Description:** Travel and tourism is one of the largest industries in the world today. In this course, students are introduced to the nature, structure and complexity of the travel and tourism industry as they explore its evolution, the types and functions of the various sectors, the tourism distribution system, the role of stakeholders and tourist motivations.

**Class time:** 50% lecture, 25% Discussion, 25% guests, inclass activities, videos

**Work load:** 50 pages of reading per week, 30-40 pages of writing per semester, 2 exams, 2 papers

**Grade:** 40% mid-semester exam(s), 20% final exam, 15% written reports/papers, 20% special projects, 5% class participation, 0% 2 exams plus final, individual case study, group paper with presentation

**Exam format:** exams use a combination of formats

### RRM 4232W Managing Recreational Lands

**(Sec 001); Credit will not be granted if credit has been received for: FR 5232, FR 5232, RRM 5232, RRM 5232, RRM 5232; 4 cr; A-F only; meets CLE req of Environment Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Anderson PhD, Dorothy Helen !!CNR - Alumni Society Award; CNR-Professor of the Semester; Morse Alumni Award; CNR-RC Newman Tchg Award; John Tate Award Ugrad Adv; USDA Excellence in Tchg Award!!

**Description:** This course is designed to provide students with an understanding of the principles and practices of Recreation Management of Wildlands. Specific objectives are to: 1) develop an understanding of a conceptual framework for recreation resource and visitor use management, management organization, land management planning, management objectives, monitoring strategies, strategies to reduce recreation related impacts and conflicts and 2) demonstrate your understanding of course material by developing a recreation management plan that incorporates the concepts in objective 1.

**Class time:** 40% lecture, 30% Discussion, 30% Laboratory  
**Work load:** 20-40 pages of reading per week, 10 pages of writing per semester, 2 exams, Group project to develop 1) management plan and 2) resource monitoring method.

**Grade:** 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 30% special projects, 5% in-class presentations, 10% class participation, 5% problem solving

**Exam format:** Essay

**Course URL:**

<http://hermes.forestry.umn.edu/FR/degprog/webclass/fr4232/>

**RRM 5201 Introduction to Travel and Tourism**

**(Sec 001); Credit will not be granted if credit has been received for: RRM 3201, RRM 3201; 3 cr; A-F only; prereq Grad student or instr consent**

**Instructor:** Messer, Cynthia Cosdon

**Description:** Travel and tourism is one of the largest industries in the world today. In this course, students are introduced to the nature, structure and complexity of the travel and tourism industry as they explore its evolution, the types and functions of the various sectors, the tourism distribution system, the role of stakeholders and tourist motivations.

**Class time:** 50% lecture, 25% Discussion, 25% guests, inclass activities, videos

**Work load:** 50 pages of reading per week, 30-40 pages of writing per semester, 2 exams, 2 papers

**Grade:** 40% mid-semester exam(s), 20% final exam, 15% written reports/papers, 20% special projects, 5% class participation, 0% 2 exams plus final, individual case study, group paper with presentation

**Exam format:** exams use a combination of formats

Objectives and Outcomes: 1) To augment and reinforce academic course work by applying academic knowledge to a practical setting. 2) To provide students with experience in program operation, administration and supervisory duties as well as direct service to clients. 3) To develop leisure service management and practice skills and abilities under the guidance of a professional mentor. 4) To assess the students abilities in a range of leisure service management and practice skills. 5) To observe, develop and practice ethical and professional behaviors in a leisure service organization setting. 6) To understand and apply organizational techniques to foster effective relationships with clients, staff, management and governing bodies. 7) To develop an understanding of critical issues in leisure services.

**Class time:** 100% Fieldwork

**Grade:** 100% field work at recreation agency

**RRM 5232 Managing Recreational Lands**

**(Sec 001); Credit will not be granted if credit has been received for: FR 4232, FR 4232W, FR 4232W, FR 4232W, RRM 4232W, RRM 4232W, RRM 4232W; 4 cr; A-F only; prereq Grad student or instr consent; meets DELM req of classroom**

**Instructor:** Anderson PhD, Dorothy Helen !!CNR - Alumni Society Award; CNR-Professor of the Semester; Morse Alumni Award; CNR-RC Newman Tchg Award; John Tate Award Ugrad Adv; USDA Excellence in Tchg Award!!

**Description:** This course is designed to provide students with an understanding of the principles and practices of recreation management of wildlands. Specific objectives are to: 1) understand federal recreation land management policy and organization, 2) develop an understanding of conceptual frameworks for recreation resource and visitor use management, 3) develop management tools to reduce recreation related impacts and conflicts, and 4) demonstrate an understanding of course material by developing a recreation management plan and a resource impact tool to monitor visitor caused impacts to recreation areas.

**Class time:** 40% lecture, 35% Discussion, 15% Laboratory, 10%

**Work load:** 35 pages of reading per week, 20 pages of writing per semester, 3 exams, Students write 2 letters and 1 memo to managers outlining a resource problem and suggesting techniques to resolve the problems. As part of a team, students produce a management plan for an area and develop a method for monitoring resource impacts.

**Grade:** 22% mid-semester exam(s), 12% final exam, 17% written reports/papers, 20% special projects, 5% in-class presentations, 14% class participation, 10% field work

**Exam format:** essay

**Course URL:**

<http://www.cnr.umn.edu/FR/degprog/webclass/fr4232/index.htm>

**Rec 3796 Senior Internship in Recreation, Park, and Leisure Studies**

**(Sec 001); 1-12 cr; max crs 15, 1 repeat allowed; S-N only; prereq Rec sr, instr consent; meets DELM req of classroom Instructor:** Tabourne PhD, Carla E. S.

**Description:** Culminating 480 hours minimum field experience as recreational therapy interns delivering services to patients/clients in clinical or community-based setting under the supervision of certified Therapeutic Recreation Specialists. Registration is limited to students who have completed all prerequisite TR content coursework, general professional coursework, and appropriate supplemental courses, plus at least 360 hours of documented recreation leadership and skills experience post-high school.

**Work load:** 20 pages of writing per semester, 480 hours main project, patient/client caseload.

**Grade:** 20% written reports/papers, 20% special projects, 60% Professional level demonstration of TR skills and knowledge

**Rec 3993 Directed Study in Recreation, Park, and Leisure Studies**

**(Sec 002, 006, 012, 014); 1-9 cr; max crs 24, 24 repeats allowed; prereq Rec major, instr consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** A self-directed scholarly pursuit of information, related to the practice of recreational therapy, that is not readily available through current course offerings. Directed Study provides the opportunity to extend knowledge of classroom content to its application in field based projects or analyze status of existing practice based on standards and best practice. Required amount of work = 3 hours per credit for 14 weeks. Approval via signature of cooperating faculty on Directed Study contract.

**Rec 5221W Comprehensive Therapeutic Recreation Services Development and Management**

**(Sec 001); 4 cr; prereq 5211 or instr consent , rec major; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Tabourne PhD, Carla E. S.

**Description:** Students learn how to apply knowledge of therapeutic recreation's best practices to develop a sample written plan of operation for TR Services. The comprehensive plan includes protocols and program delivery designs, patient and program management details including quality assurance monitoring and reporting in managed care, prospective payment systems, and for private practice. This is the culminating course in which to demonstrate command of the principles, practices, and techniques of professional health care providers. The course is for upper division students and graduate therapeutic recreation majors and continuing education professional in the field.

**Rec 5301 Wilderness and Adventure Education**

**(Sec 001); 4 cr; A-F only; meets DELM req of classroom**

**Instructor:** Russell, Keith C.

**Description:** This course explores how wilderness resources are used for educational and therapeutic purposes by schools,

## Recreation, Park, and Leisure Studies

220 Cooke Hall: 612/625-5300

**Rec 3796 Senior Internship in Recreation, Park, and Leisure Studies**

**(Sec 002); 1-12 cr; max crs 15, 1 repeat allowed; S-N only; prereq Rec sr, instr consent; meets DELM req of classroom Instructor:** Feldman, Harvey M

**Description:** Supervised field experience for pre-professional students in selected agencies. This is essentially a full-time continuing experience in a leisure services assignment. The internship placement is related to the students option area. The internship is an in-depth supervised laboratory experience where the student can implement and test her/his classroom learning.

programs, and other social groups. To do this, we take an in-depth look at the historical and contemporary role of wilderness in America, the theories and practices of adventure education, and issues in wilderness adventure education program management. Class time will be divided between lecture/discussion, audio-visual presentations, field experiential involvement, visits to adventure education sites in the Twin Cities area, and other self-directed assignments. Cooperative learning will be used for topic discussions in class and for the group project. The course will be web enhanced. There is a 4 day field experiential learning excursion to the Boundary Waters Canoe Area Wilderness in northern Minnesota. Students participating will plan the field trip in small groups, provide equipment, and jointly pay for food and travel expenses. The trip will include winter camping, cross county skiing, backpacking, and snowshoeing.

**Class time:** 15% lecture, 55% Discussion, 30% Problem-based student directed cooperative learning.

**Work load:** 20-40 pages of reading per week, 70 pages of writing per semester, 1 papers, Group Presentation

**Grade:** 35% written reports/papers, 35% in-class presentations, 15% class participation, 15% problem solving

#### Rec 5992 Readings: Recreation

(Sec 001, 006, 012, 014); 1-3 cr; max crs 9, 9 repeats allowed; REC major, instr consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Independent study opportunity to conduct in-depth review of the literature on a particular topic. The student works with the faculty to outline a plan of work for the semester including the method by which the student will demonstrate his/her ability to analyze, synthesize, and evaluate the information.

#### Rec 5995 Problems in Recreation, Park, and Leisure Studies

(Sec 002, 006, 012, 014); 1-12 cr; max crs 30, 30 repeats allowed; prereq [MED or grad student], instr consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Independent study of issues related to recreation as intervention modalities and outcome based services in allied health, health care and health promotion arenas. The study is intended to involve scholarly projects, systematic evaluations, preliminary investigation leading to research topics or further formal education of TR content and process, service delivery, policy and legislation, public relations and advocacy, or other endeavors. This opportunity is NOT intended for additional clinical fieldwork or programming experience.

## Religions in Antiquity

245 Nicholson Hall: 612/625-5353

#### RELA 3112 Jewish Mysticism, Magic, and Kabbalah

(Sec 001); Credit will not be granted if credit has been received for: JWST 3112, JWST 3112, JWST 3112, JWST 5112, JWST 5112, RELA 5112, RELA 5112, RELA 5112; 3 cr; A-F only; meets DELM req of classroom

**Instructor:** Jassen, Alex

**Description:** This course is designed to provide an introduction to the mystical and magical tradition in Judaism. We treat the origins of mysticism in the Bible and ancient Judaism, the flowering of mysticism in the medieval period, the origins and development of the Kabbalah, and modern forms of mysticism, such as Hasidism. We also explore the intersection of the mystical tradition with magical phenomena and messianic movements. Topics that will be discussed include prophecy and visionary activity, mystical approaches to secret knowledge, traditions of heavenly ascent, magical techniques, Kabbalistic ideas of divine knowledge and emanation, the origins of evil, the erotic dimension in Kabbalah, and the diffusion of Kabbalah in popular American culture. Throughout, students engage with the

Jewish mystical and magical tradition through close reading and discussion of the central primary mystical and magical texts of Judaism.

**Class time:** 75% lecture, 25% Discussion

#### RELA 5112 Jewish Mysticism, Magic, and Kabbalah

(Sec 001); Credit will not be granted if credit has been received for: JWST 3112, JWST 3112, JWST 3112, JWST 5112, JWST 5112, RELA 3112; 3 cr; A-F only; meets DELM req of classroom

**Instructor:** Jassen, Alex

**Description:** This course is designed to provide an introduction to the mystical and magical tradition in Judaism. We treat the origins of mysticism in the Bible and ancient Judaism, the flowering of mysticism in the medieval period, the origins and development of the Kabbalah, and modern forms of mysticism, such as Hasidism. We also explore the intersection of the mystical tradition with magical phenomena and messianic movements. Topics that will be discussed include prophecy and visionary activity, mystical approaches to secret knowledge, traditions of heavenly ascent, magical techniques, Kabbalistic ideas of divine knowledge and emanation, the origins of evil, the erotic dimension in Kabbalah, and the diffusion of Kabbalah in popular American culture. Throughout, students engage with the Jewish mystical and magical tradition through close reading and discussion of the central primary mystical and magical texts of Judaism.

**Class time:** 75% lecture, 25% Discussion

## Religious Studies

245 Nicholson Hall: 612/625-5353

#### RELS 3521W History of the Holocaust

(Sec 001); Credit will not be granted if credit has been received for: HIST 3727W, HIST 3727W, JWST 3521W; 3 cr; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Feinstein, Stephen

**Description:** The word "Holocaust" refers to the extermination of 6 million Jews and 500,000 Roma and Sinti (Gypsies) during the rule of National Socialism (NAZI) in Germany. Others labeled "undesirable" or "subhuman" were also exterminated in this process. In this course, particular attention will be given to the phenomenon of anti-Semitism, in both its religious and secular forms, to the relationship between mass murder or genocide and the growth of bureaucracy and technology, and to the challenges posed by the Holocaust for religious and humanistic beliefs and values. The course uses cross-disciplinary approaches, as well as documents, films and guest speakers.

**Class time:** 90% lecture, 10% Discussion

**Work load:** 150-175 pages of reading per week, 24-30 pages of writing per semester, 1 exams, 3 papers, An optional discussion section is available. Course is writing intensive

**Grade:** 25% final exam, 70% written reports/papers, 5% class participation

**Exam format:** Short answer and essay with choices. Study sheet given prior to exam.

**Course URL:** <http://MYU.UMN.EDU> and [www.chgs.umn.edu](http://www.chgs.umn.edu)

## Respiratory Care

#### RC 4301 Seminar: Research Project and Publication

(Sec 001); 2 cr; A-F only; prereq 3102, BAS respiratory care major; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Students will be responsible for preparing a research project for submission. This includes assembling a

poster, abstract, or manuscript of original research. Research mentors will be assigned to allow guided independent study. In cooperation with Mayo School of Health Sciences, Rochester.

#### **RC 4596 Subspecialty Clinical Practicum in Advanced Respiratory Care II**

**(Sec 001); 3 cr; S-N only; prereq 3302, BAS RC student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Students will complete competencies focused in the areas of advanced-level respiratory care including clinical subspecialties and related areas important to the respiratory care practitioner desiring greater scope of practice. Rotations are 8 weeks in length and include 120 hours of directed clinical experience. Rotations are conducted at facilities within the Mayo Health System and institutions affiliated with the University of Minnesota. Two rotations can be completed in one semester. In cooperation with Mayo School of Health Sciences, Rochester.

## **Rhetoric**

**64 Classroom Office Building: 612/624-3445**

#### **Rhet 1101 Writing to Inform, Convince, and Persuade**

**(Sec 001, 076); 4 cr; A-F only; credit will not be granted if credit received for: GC 1422, 1423 or 1424; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course introduces the writing process and types of academic writing you may be expected to complete in your college career such as research papers, argumentative papers, and literature reviews. The course is designed to help you develop a clear thesis in a written paper and support that thesis with appropriate sources. Time will be spent discussing rhetorical elements in writing such as audience, purpose, and argumentative structure. In addition, you will practice steps in the writing process such as invention, research, organization, drafting, revision, and editing. Your assignments will report, synthesize, and draw conclusions regarding the significance of what you read. Assignments may include 1) summary or abstract 2) rhetorical analysis 3) short thesis paper; 4) prospectus; 5) evaluation or review of literature; 6) research paper. Some courses are taught in a computer classroom and some in a traditional classroom.

**Class time:** 20% lecture, 40% Discussion, 40% Laboratory

**Work load:** 30 pages of reading per week, 6 papers

**Grade:** 100% written reports/papers

#### **Rhet 1152W Writing on Issues of Science and Technology (Sec 001-003); 4 cr; A-F only; prereq exemption from 1101 or equiv; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is designed to explore issues of scientific writing. Students explore the ethical, social and political challenges that science and technology create. Students gain: 1) Familiarity with the strategies of rhetorical analysis; 2) A basic fluency in the conventions and philosophy of scientific discourse, and 3) Understanding the role of science in society. For non-science majors, the goal of the process is to gain competency in science as it pertains to political and social situations, which you will face as a citizen. For science majors, the goal is to increase your skill as a participant in these future debates. Specific topic areas include bio-science and environmental controversies; such as cloning, organ transplantation, pollution, and ozone depletion.

#### **Rhet 1223 Oral Presentations in Professional Settings**

**(Sec 002, 003); Credit will not be granted if credit has been received for: GC 1461, GC 1461, PSTL 1461, SPCH 1101, COMM 1101, SPCH 1101H, COMM 1101H; 3 cr; A-F only;**

#### **meets DELM req of classroom**

**Instructor:** Brady, Miranda Jean

**Description:** Rhetoric 1223 is designed to help you improve your oral presentation skills. In this course you will learn techniques for preparing, organizing, and delivering a message to an audience; you will enhance your ability to make a good, persuasive argument; and you will learn to respect the ethical responsibilities that come with speaking in public and professional settings. You will gain these skills and sensibilities through the study of rhetorical principles and extensive practice in speaking.

**Class time:** 40% lecture, 30% Discussion, 30% Laboratory

**Work load:** 25 pages of reading per week, 10 pages of writing per semester

**Grade:** 15% quizzes, 75% in-class presentations, 10% class participation

#### **Rhet 1223 Oral Presentations in Professional Settings**

**(Sec 001, 004, 013); Credit will not be granted if credit has been received for: GC 1461, GC 1461, PSTL 1461, SPCH 1101, COMM 1101, SPCH 1101H, COMM 1101H; 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Dotts, Douglas Paul

**Description:** Rhetoric 1223 is designed to help you improve your oral presentation skills. In this course you will learn techniques for preparing, organizing, and delivering a message to an audience; you will enhance your ability to make a good, persuasive argument; and you will learn to respect the ethical responsibilities that come with speaking in public and professional settings. You will gain these skills and sensibilities through the study of rhetorical principles and extensive practice in speaking.

**Class time:** 40% lecture, 30% Discussion, 30% Laboratory

**Work load:** 25 pages of reading per week, 10 pages of writing per semester

**Grade:** 15% quizzes, 75% in-class presentations, 10% class participation

#### **Rhet 1223 Oral Presentations in Professional Settings**

**(Sec 005, 006); Credit will not be granted if credit has been received for: GC 1461, GC 1461, PSTL 1461, SPCH 1101, COMM 1101, SPCH 1101H, COMM 1101H; 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Kaplan, Matthew G

**Description:** Rhetoric 1223 is designed to help you improve your oral presentation skills. In this course you will learn techniques for preparing, organizing, and delivering a message to an audience; you will enhance your ability to make a good, persuasive argument; and you will learn to respect the ethical responsibilities that come with speaking in public and professional settings. You will gain these skills and sensibilities through the study of rhetorical principles and extensive practice in speaking.

**Class time:** 40% lecture, 30% Discussion, 30% Laboratory

**Work load:** 25 pages of reading per week, 10 pages of writing per semester

**Grade:** 15% quizzes, 75% in-class presentations, 10% class participation

#### **Rhet 1223 Oral Presentations in Professional Settings**

**(Sec 007, 012); Credit will not be granted if credit has been received for: GC 1461, GC 1461, PSTL 1461, SPCH 1101, COMM 1101, SPCH 1101H, COMM 1101H; 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Rendahl, Merry

**Description:** Rhetoric 1223 is designed to help you improve your oral presentation skills. In this course you will learn techniques for preparing, organizing, and delivering a message to an audience; you will enhance your ability to make a good, persuasive argument; and you will learn to respect the ethical responsibilities that come with speaking in public and professional settings. You will gain these skills and sensibilities through the study of rhetorical principles and extensive practice in speaking.

**Class time:** 40% lecture, 30% Discussion, 30% Laboratory  
**Work load:** 25 pages of reading per week, 10 pages of writing per semester  
**Grade:** 15% quizzes, 75% in-class presentations, 10% class participation

**Class time:** 25% lecture, 75% Discussion  
**Work load:** 100 pages of reading per week, 25-30 pages of writing per semester, 3 exams, 2 papers  
**Grade:** 20% written reports/papers, 20% class participation, 60% Take-home essay exams  
**Exam format:** essay

**Rhet 1223 Oral Presentations in Professional Settings (Sec 008, 011); Credit will not be granted if credit has been received for: GC 1461, GC 1461, PSTL 1461, SPCH 1101, COMM 1101, SPCH 1101H, COMM 1101H; 3 cr; A-F only; meets DELM req of classroom**  
**Instructor:** STAFF

**Description:** Rhetoric 1223 is designed to help you improve your oral presentation skills. In this course you will learn techniques for preparing, organizing, and delivering a message to an audience; you will enhance your ability to make a good, persuasive argument; and you will learn to respect the ethical responsibilities that come with speaking in public and professional settings. You will gain these skills and sensibilities through the study of rhetorical principles and extensive practice in speaking.

**Class time:** 40% lecture, 30% Discussion, 30% Laboratory  
**Work load:** 25 pages of reading per week, 10 pages of writing per semester  
**Grade:** 15% quizzes, 75% in-class presentations, 10% class participation

**Rhet 1223 Oral Presentations in Professional Settings (Sec 010); Credit will not be granted if credit has been received for: GC 1461, GC 1461, PSTL 1461, SPCH 1101, COMM 1101, SPCH 1101H, COMM 1101H; 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Wais, Erin Marie  
**Description:** Rhetoric 1223 is designed to help you improve your oral presentation skills. In this course you will learn techniques for preparing, organizing, and delivering a message to an audience; you will enhance your ability to make a good, persuasive argument; and you will learn to respect the ethical responsibilities that come with speaking in public and professional settings. You will gain these skills and sensibilities through the study of rhetorical principles and extensive practice in speaking.

**Class time:** 40% lecture, 30% Discussion, 30% Laboratory  
**Work load:** 25 pages of reading per week, 10 pages of writing per semester  
**Grade:** 15% quizzes, 75% in-class presentations, 10% class participation

**Rhet 1311 The Family in American Experience (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** Nichols, Capper  
**Description:** The meaning and configurations of family in North America have changed over time, and continue to change: family is a concept and social practice always being revised. In this class, we will talk and read about the changing family as it has been depicted and worried over in American literature--in the novel, in memoir, in young adult fiction, and in film and television. As the literary record shows, change has been fueled by a complex web of social and political forces. Slavery, war, and economic depression have challenged the family, as have shifting notions of gender roles, marriage, parenting, and sexuality. The struggle to create, protect, and maintain family is a central drama of American experience, especially in recent generations. In this course we will concentrate mostly (though not exclusively) on the literary family of the last half century. Texts may include *Bastard Out of Carolina* - Dorothy Allison; *Maus I & II* - Art Spiegelman; *Incidents in the Life of a Slave Girl* - Harriet Jacobs; *Dangerous Angels* - Francesca Lia Block; *String Too Short to be Saved* - Donald Hall; *The Kid - Dan Savage*; *The Grapes of Wrath* - John Ford, director; *Say Anything* (1989) - Cameron Crowe, director; and selected television situation comedies

**Rhet 1315 The Land in American Experience (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom**

**Instructor:** STAFF  
**Description:** This version of "The Land in American Experience" will focus on contemporary mediations of urban, suburban, rural and wild space through a wide variety of media. We will examine how land in America is represented in literature, environmental discourse, social thought, art, film, mass media, museums, indigenous practices, scientific knowledge, and tourist promotions. We will discuss how such mediations shape our knowledge and experience of land. We begin by exploring different conceptions of land, land use, and development and ask how these ideas have figured in transformations of American landscape. We then consider how tensions between land as private property, as public space, and as indigenous or native place plays out in a number of specific sites. In doing so, we will attend to how the politics of class and race shape mediations of land through a range of work, including Mike Davis's *Ecology of Fear*, Charles Wohlforth's *The Whale and the Supercomputer*, as well as selections from Gillian Helfield and Catherine Fowler's *Representing the Rural*. Special emphasis will be placed on issues of natural disaster and urban land development in American experience and this focus will be elaborated through close study of specific examples. These will include earthquakes and flooding in Southern California, heat waves in Chicago, the 2005 flooding of New Orleans, and impacts of global warming on land and the lived experience of native land-use cultures in Alaska and the Arctic.

**Class time:** 40% lecture, 60% Discussion  
**Work load:** 50-75 pages of reading per week, 25 pages of writing per semester, 2 exams, 2 papers  
**Grade:** 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation  
**Exam format:** Exams will require a number of short written responses consisting of 2-3 sentences and a single essay response addressing one question the student selects from a set of three questions.

**Rhet 3257 Scientific and Technical Presentations (Sec 001-003); 3 cr; prereq 1223 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF  
**Description:** An advanced class in oral presentation, designed so students can continue to enhance and improve their public speaking skills. Learn presentation software and other computer technology, and understand the complexities of presenting scientific or technical information. Students will be asked to focus on presenting scientific or technical information to a general audience. Course focuses on learning theories and techniques for effective communication through verbal presentation, visual communication, and supplemental materials. Analysis and critical thinking skills are also emphasized. Class participation is an essential element of this course.

**Rhet 3266 Group Process, Team Building, and Leadership (Sec 002, 076); 3 cr; prereq 1223 or equiv or instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** Coggio, Grace Leinbach  
**Description:** Learning how communication interactions influence outcomes of the group process is the primary focus of this course. Goals for the semester include learning: 1) to become critical observers of communication behavior and interactions in yourself and others; 2) to analyze and evaluate communication

behavior based on desired goals and outcomes of the group process; 3) specific theories and techniques which will help facilitate the group process; 4) to apply theories and techniques through in-class and out-of-class group interactions. The online -076 section is a blended version of the traditional face-to-face class with extra emphasis on group processes in virtual teams and group activities taking place almost entirely online. While the majority of the course is online, students are required to meet in the classroom (VoTech R285) from 1:55 to 2:45 on the following dates: 1/17, 1/19, 3/19, 3/23, 4/30, and 5/4.

**Class time:** 25% lecture, 40% Discussion, 35% Class activities  
**Work load:** 2 exams, 2 papers, 2 group project presentations

**Work load:** 50 pages of reading per week, 16 pages of writing per semester, 2 exams, Two take-home exams, in-class readings, quizzes

**Grade:** 35% mid-semester exam(s), 35% final exam, 15% quizzes, 15% class participation

**Exam format:** Take-home essay exams

#### Rhet 3291 Independent Study

**(Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; prereq instr consent, dept consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Supervised reading and research on topics not covered in regularly scheduled course offerings. Students negotiate a topic and assignments with a chosen faculty member.

#### Rhet 3302 Science, Religion, and the Search for Human Nature (Sec 001); 3 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom

**Instructor:** Walzer, Arthur Eugene

**Description:** Rhet 1302: Science, Religion, and the Search for Human Nature examines science and religion as ways of knowing. What is the domain of each? What are the types of questions each can answer? Are science and religion necessarily in conflict? The course will focus on Darwin's Origin of Species and his Descent of Man, the controversies these works provoked and still provoke, and the response to them in works by creation scientists. We will also examine different approaches to interpreting the Bible and read some distinctly religious works, probably including Leo Tolstoy's Confession and his Death of Ivan Ilych. The course will also compare religious and secular responses to the problem of meaninglessness. Because I am in the process of revising this course, I am unable to state at this time what work will be assigned. I will post more information on the course web site, which will later be found at [www.tc.umn.edu/~awalzer/Rhet1302](http://www.tc.umn.edu/~awalzer/Rhet1302) I apologize that I cannot offer more information about the course at this time.

**Class time:** 35% lecture, 65% Discussion

**Grade:** 25% class participation

**Course URL:** <http://www.tc.umn.edu/~awalzer/Rhet1302>

#### Rhet 3361 Literature of Social Movements in the United States: 1950 to 2000

**(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** Schuster, Mary Lay

**Description:** This course examines the personal and political reasons people become involved in social movements, and how they express their arguments and ideologies when they move into the public arena. It also investigates how these arguments and ideologies, these personal and political reasons, are represented in works of fiction (novels, drama, and film) and in memoirs and documentaries. Seven social movements will be examined within the course: Civil Rights, Women's Movement, Anti-Vietnam War, AIDS Activism, Disability Movement, Chicano/Latino Movement, and Environmental Movement. Through class discussion and reading, we will identify the persuasive strategies involved in these movements, the characteristics of the "good citizen," the motivations for involvement and commitment on one side or the other, the public expression of these ideals and commitments, and the degree and kind of action taken. We then identify the literary expression of the ideals of each movement as interpreted by the novelist, playwright, documentary filmmaker, and popular filmmaker.

**Class time:** 75% Discussion, 25% Small group discussion; viewing of films and documentaries

#### Rhet 3371 Technology, Self, and Society

**(Sec 001); 3 cr; prereq [Jr or sr]; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core; meets DELM req of classroom**

**Instructor:** Nichols, Capper

**Description:** In this course we will study the cultural history of technology, examining the ways machines and technical processes have impinged on and influenced people's lives in the United States over the last two centuries. In the U.S. we have repeatedly re-organized our habits and thinking around new technologies, in an assimilative process most often described as "progress" yet deep ambivalence has been a common response to technological advance. A new tool promises us a greater reach but also threatens familiar ways of living and thinking. Any big technological development thus challenges the values of a culture; part of our work in this course will be to investigate the ethical dilemmas associated with technologies. In an effort to focus such a large subject, we will concentrate for much of the semester on three limited but still large realms of technology: transportation, construction, and communication—all three of which have significantly influenced our experience of space and time in North America. Texts will include history, theory, literature, and film.

**Class time:** 25% lecture, 75% Discussion

**Work load:** 40 pages of reading per week, short papers, presentation, pattern and design project

**Grade:** 60% written reports/papers, 10% special projects, 10% in-class presentations, 20% class participation

#### Rhet 3382W War

**(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Gross, Alan G

**Description:** Peace, Thucydides said, is an armistice in a war that is continuously going on. The American case is exemplary: the Revolutionary War, the War of 1812, the Mexican War the Civil War, the Indian Wars, the Spanish-American War, World War I, World War II, Korea, Vietnam, Panama, Granada, the Gulf War, the Afghan War, the Iraq War. To understand war is to understand ourselves and our relationship with other nations. This course looks at war from two perspectives: of the soldiers who must fight it and of commanders who hold in their hands the lives of those they command. It also looks at the theory of war as the science of strategy: war is an intellectual enterprise and a violent one. Finally, because war is a civilized enterprise, there is, even in war, a right and a wrong: there is an ethics of war that we must scrutinize. While the core of this course is reading, it will be enhanced by films: Saving Private Ryan, Das Boot, Ken Burns's The Civil War, Vietnam: A Television History, The Battle of San Pietro and Ambush at Mogadishu. In each class students will have an opportunity to grapple with the issues in discussion. This is especially true in the case of the particularly difficult issues of ethics, the subject of the last weeks of the course, as they require extensive reflection. Reflection will also be promoted because this course is Writing Intensive. Four short essays will give the students an opportunity to reflect on issues brought up by each of the books that are read.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 75 pages of reading per week, 10 pages of writing per semester, 4 papers, Four short essays will give the students an opportunity to reflect on issues brought up by each of the books that are read.

**Grade:** 100% written reports/papers

**Exam format:** multiple choice

**Course URL:** <http://www.umn.edu/home/agross>

**Rhet 3470 Special Topics in Communication Skills**  
(Sec 001); 2 cr; max crs 6, 3 repeats allowed; meets DELM req of classroom

**Instructor:** Russill, Chris

**Description:** This course examines the emergence, development, and immense proliferation of communication on environmental issues with special attention to the globalization of environmental discourse over the last 30 years. We begin by discussing the problem of how best to conceptualize the pervasive conflicts between expert knowledge and public participation in the environmental realm from the perspective of communication theory. This problem has been addressed through a number of discursive frameworks and we will examine several of the more influential ones to investigate how these frameworks shape problem formulation and solutions. Our focus on this problem will be decidedly contemporary and pragmatic. It will be grounded in equal measures of theory, research, and practical application, with students focusing their efforts on the aspects of that mix interesting them most. In the second half of the course, we will examine the implications of different styles of environmental communication in multiple realms of social practice including politics, policy, journalism, mass media, indigenous knowledge, scientific knowledge, and popular culture. Students will gain practical experience through scenario exercises designed for applying principles of environmental communication to real world phenomena and engage in a public

**Class time:** 30% lecture, 50% Discussion, 20% scenario exercises, role-playing, and practical application

**Work load:** 50-75 pages of reading per week, 25-30 pages of writing per semester, 2 exams, 2 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 20% special projects, 10% in-class presentations, 20% Students will choose between a formal research paper and practical application/public communication project

**Exam format:** questions requiring short answer

**Rhet 3562W Technical and Professional Writing**  
(Sec 001, 076, 097-098); 4 cr; A-F only; prereq [1101 or 1152W or EngC 1011 or equiv], [jr or sr]; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Rhetoric 3562W focuses on writing a variety of documents for technical audiences, e.g., letters, resumes, instructions, memos, proposals, and reports. Students will select a client in their field of study for this class, and many of the documents they create will be directed toward that client. This course stresses the importance of process, audience analysis, technical communication, oral communication, visual design and usability.

**Rhet 3701W Rhetorical Theory and Scientific and Technical Communication**  
(Sec 001); 4 cr; prereq [1101 or 1152W or EngC 1011 or equiv]; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Logie, John

**Description:** This course is designed to provide you with: 1) an introduction to major theoretical strands and key figures in ancient rhetoric; 2) an exposure to some of the ways contemporary rhetoricians address issues pertinent to scientific and technical communication; and 3) an opportunity to examine and critique current attempts at developing rhetorics in new social and communicative environments, especially as they pertain to the particular challenges of scientific and technical communication.

**Class time:** 15% lecture, 85% Discussion

**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, Regular participation on a class weblog is a required writing assignment

**Grade:** 35% mid-semester exam(s), 35% written reports/papers, 10% class participation, 20% Regular participation on class weblog

**Exam format:** The two exams will both be one-hour exams with a choice of questions.

**Course URL:** <http://www.logie.net/3701>

**Rhet 4196 Internship in Scientific and Technical Communication**  
(Sec 001); 1-3 cr; max crs 3, 3 repeats allowed; S-N only; prereq STC major, instr consent ; meets DELM req of classroom; meets DELM req of partially internet based

**Instructor:** STAFF

**Description:** Internships are designed to allow students to take classroom skills and knowledge into the workplace and apply these skills in a practical setting; in addition, students learn about working as a technical communicator in an organizational setting. See Rhetoric Internship Guide for more information.

**Rhet 4431 Intersections of Scientific and Technical Communication and Law**  
(Sec 001); 3 cr; A-F only; prereq [3562W, [jr or sr or grad student]] or instr consent ; meets DELM req of classroom

**Instructor:** Schuster, Mary Lay

**Description:** Exploration of contact zones between the fields of scientific and technical communication and law in an age of information explosion and globalization. Examines areas of law relevant to the work and interests of scientific and technical communicators as well as how emerging issues in science and technology are dynamically affecting the 21st century practice of law. Themes of ownership, access, ethics, and information technology will be used to frame consideration of major topics, including intellectual property, privacy, health law, and research practice. Reading of selected case material will ground our discussion and provide an experience of working directly with primary legal sources. This course is intended as an introduction to the ways that law and science and technology interact, and how communications addressing these critical areas of intersection reflect the changes underway in both fields. Students interested in law school should find this course of particular interest. Students from all majors and programs are welcome.

**Class time:** 100% Discussion

**Work load:** 25 pages of reading per week, 25 pages of writing per semester, 3 papers, reading quizzes

**Grade:** 80% written reports/papers, 20% class participation

**Rhet 4561 Editing and Style for Technical Communicators**  
(Sec 076); 3 cr; prereq [3562, [STC major or grad student]] or instr consent ; meets DELM req of internet delivered; meets DELM req of classroom

**Instructor:** Horvath, Barbara Ann

**Description:** In this online course you will learn a set of strategies for editing and revising the kinds of writing you are likely to encounter as an editor of scientific and technical prose. We will spend much of the semester practicing editing and proofreading skills, but we will also discuss an editor's responsibilities, her/his relationship to the writer and role(s) of an editor within an organization. As well, we will be concerned with organizational style guides, on-line vs. hard copy editing and proofreading, forms of technical editing in different industries, and the impact of technology on editing and style. You will link to learning modules for each week of the course that include a presentation of the week's content, text readings, discussion questions, and weekly activities or an assignment to be submitted online. There are four major assignments (one per month) that consist of editing exercises, editing applications, and discussion questions.

**Class time:** 100% WebCT Vista online

**Work load:** 30-35 pages of reading per week, 30-50 pages of writing per semester, 4 exams, 2 papers, Editing and proofreading exercises each week

**Grade:** 10% mid-semester exam(s), 20% final exam, 10% quizzes, 10% lab work, 50% Weekly editing discussions and activities

**Exam format:** Weekly editing discussions and activities

**Course URL:** <http://www.myu.umn.edu/>

**Rhet 5196 Internship in Scientific and Technical**

**Communication**

**(Sec 001); 3-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq STC grad or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Internship sites may include the University, industry, or government agencies. An internship proposal, progress report, internship journal (optional) and final report, with a letter from the internship supervisor are required. See Rhetoric Internship Guide for more information.

**Russian**

**215 Nolte Center: 612/624-3331**

**Russ 1102 Beginning Russian II**

**(Sec 001, 050); 5 cr; prereq 1101 or equiv; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The Beginning Russian course develops the four basic language skills - speaking, understanding, reading, and writing - in a balanced, highly integrated manner. Students do regularly assigned grammar exercises, listen to tapes, and are required to participate in each class session. Active control of Russian structure is the principal criterion of evaluation.

**Class time:** 30% lecture, 70% Instructor guided oral exercises.

**Work load:** 20 pages of reading per week, 5 exams

**Grade:** 40% final exam, 40% quizzes, 10% class participation, 10% Homework.

**Exam format:** Fill in blanks, translation, writing short paragraphs, answering questions, listening comprehension.

**Russ 3002 Intermediate Russian II**

**(Sec 001, 050); 5 cr; prereq 3001 or equiv; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Textbook: "Nachalo" We are continuing the simultaneous development of speaking, listening, reading and writing skills. The course is designed to prepare students for the language proficiency exam (LPE) in Russian. We will carry on conversation based on the material in text, have translation exercises, group activities, guided exercises to reinforce the grammar and vocabulary. There will be a quiz after each chapter, and a short quiz after the first 2 parts of the chapter (this will help you to better solidify the learned material). We will also be reading some short stories, will answer questions, and will discuss them in class. You will write a short essay on each story read.

**Class time:** 20% lecture, 50% Discussion, 30% guided exercises, interaction, conversation

**Work load:** 10 pages of reading per week, 2-3 pages of writing per semester, 5 exams, 3 papers

**Grade:** 40% final exam, 40% quizzes, 10% class participation, 10% homework

**Exam format:** Answering questions, fill-in-the-blanks, short essays, translation, listening comprehension.

**Russ 3102 Advanced Russian II**

**(Sec 001); 4 cr; prereq 3101 or equiv; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Text: "V Puti - Russian Grammar in Context". Attention will be given to developing reading comprehension, conversational competence, grammatical accuracy, and cultural sophistication. We'll discuss grammar and word study. We will read stories and other texts, and will paraphrase them, answer the questions and carry on discussions in class. You will write essays on the material we have read. Regular attendance is very important for your progress. Class participation and homework constitutes 20% of your grade. If you miss a class, it is your responsibility to find out what was covered, whether any changes were announced, etc. You can make up for a test, if you missed

it due to illness or emergency. You are encouraged to take advantage of the instructor's office hours to discuss the material or any problems. During this semester each student will give a 10 minute informal oral presentation on an important or interesting event which happened around the world during the last week. The purpose is to give you an opportunity to do some individual research, be creative and to practice your oral speech. There will be 3 compositions, 3 double-spaced pages each. Correct grammar, spelling, sentence structure, content (clear, logical thought). There will be a quiz after each chapter and a final written exam.

**Class time:** 20% lecture, 20% Discussion, 60% Russian language interaction

**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 4 exams, 3 papers, 1 oral report

**Grade:** 20% mid-semester exam(s), 30% final exam, 10% written reports/papers, 20% quizzes, 10% in-class presentations, 10% class participation, 0% 1 oral report

**Exam format:** fill in the blank, short essay, translation, answering questions.

**Russ 3311 Russian Major Project**

**(Sec 001); 3 cr; A-F only; prereq Advanced Russian major; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This 3-credit course is designed for and required of all students majoring in Russian, except for Honors students (see Russ 3312). It consists of writing a research paper of no less than 20 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to use secondary sources (critical and scholarly literature) appropriately, and the ability to analyze and present arguments effectively. Unacceptable projects include book reports, plot summaries, or translations. The project should be linked to the student's course work within the Russian major, i.e. the student should have some academic background in a particular area before undertaking to write a paper in that area. The language of the paper should be English. The paper should, however, present evidence of appropriate use of Russian-language sources.

**Russ 3311H Honors Major Project in Russian**

**(Sec 001); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq credit will not be granted if credit has been received for Russ 3311, Russ 3312; Russ maj, instr consent ; meets HON req of Honors; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is designed for and required of all Honors students majoring in Russian. It consists of writing a research paper of no less than 35 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Candidates for summa cum laude need three faculty readers, one of who should be outside the Russian department. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to analyze, and to present arguments effectively. Unacceptable projects include book reports, plot summaries, or translations. The project should, in some way, be linked to the student's course work within the Russian major, i.e., the student should have some academic background in a particular area of study before undertaking to write a paper in that area. The language of the paper should be English. The paper should present evidence of appropriate use of Russian-language sources.

**Class time:** 25% Discussion, 75% guided research

**Work load:** 20-25 pages of writing per semester, 1 papers

**Grade:** 100% finished research paper

**Russ 3407 Stories and Plays of Anton Chekhov in Translation (Sec 050); Credit will not be granted if credit has been received for: RUSS 5407, RUSS 5407; 3 cr; meets DELM req of classroom**

**Instructor:** Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award; UC Outstanding Teaching Award!!

**Description:** This course is devoted to the study of literary devices, ideas and themes in 23 stories and 4 major plays by Anton Chekhov--one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 100 pages of reading per week, 2 exams, 1 papers, Paper should be 8 to 10 pages

**Grade:** 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% class participation

**Exam format:** Essay

**Russ 3993 Directed Studies**

**(Sec 001, 002); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent , dept consent , college consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to undergraduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated; preference is given to students in the final year of completing their Russian major. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.

**Russ 5407 Stories and Plays of Anton Chekhov in Translation (Sec 050); Credit will not be granted if credit has been received for: RUSS 3407; 3 cr; meets DELM req of classroom**

**Instructor:** Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award; UC Outstanding Teaching Award!!

**Description:** This course is devoted to the study of the literary devices, ideas, and themes in 23 stories and 4 major plays by Anton Chekhov--one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 120 pages of reading per week, 2 exams, 1 papers, One paper of 15 to 20 pages in length

**Grade:** 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% class participation

**Exam format:** Essay

**Russ 5993 Directed Studies**

**(Sec 001-003); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent , dept consent , college consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to advanced undergraduate and graduate students wishing to

explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated, preference is given to students in their final year of the Russian major and to graduate students in Russian Area Studies. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.

**Class time:** 100% guided research and discussion

**Work load:** amount of reading and writing variable, depending on # of credits

**Grade:** 100% student's work evaluated on the basis of variable course criteria

## Scandinavian

205 Folwell Hall: 612/625-2080

**Scan 3504 The Immigrant Experience**

**(Sec 001); 3 cr; meets CLE req of Historical Perspective Core; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Stockenstrom, Goran K

**Description:** This course will examine a body of experiences related to the process of immigration among the Swedes, Norwegians, and Finns in America. These groups are characterized by a consciousness based on a sense of common origins, reflected by an internal sense of distinctiveness as well as an external perception affirming the latter. The following features will be discussed from a historical and comparative perspective: 1) geographic origin, race and language; 2) patterns of immigration and settlement; 3) shared traditions, values and myth; 4) literature, theater and music; 5) cultural and political institutions that served and maintained the group; 6) and finally the ties which, in the New World, transgressed the old kinship, neighborhood and community boundaries. A selection of oral interviews, letters and diary entries, photos and film clips, samples of stories, novels and plays, has been gathered from a variety of sources. How these ethnic experiences evolve into systems of ideas, becoming gradually more systematic and comprehensive, eventually codified in an extended historical process, will be studied in the context of a body of representative criticism.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 100 pages of reading per week

**Grade:** 30% written reports/papers, 50% special projects, 20% in-class presentations

**Exam format:** Take-home exam; paper (part of project)

**Scan 3601 Great Literary Works of Scandinavia**

**(Sec 001); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** Houe, Poul

**Description:** The course examines major works of Scandinavian literature from the Middle Ages to the present: An Icelandic saga (13th C); tales by Hans Christian Andersen and a philosophical novel by Kierkegaard (early to mid 19th C); plays by Ibsen and Strindberg and a novel by Hamsun (late 19th C); poems by Edith Sodergran (early 20th C); and recent international bestsellers by Scandinavian masters and newcomers. Danish, Norwegian, Swedish, Finland-Swedish, and Icelandic literature are represented almost equally, and while the emphasis is on literature after the modern breakthrough, the historical dimension will not be neglected, and all texts will be discussed in their social, cultural, and artistic context. A guiding hypothesis throughout the course will be that for readers and writers to find their own stories, they must tell and retell the stories of the world. During the course we will explore how this has been done by great Scandinavian writers.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 90 pages of reading per week, 15 pages of writing

per semester, 1 exams, 2 papers

**Grade:** 30% final exam, 50% written reports/papers, 20% class participation

**Exam format:** Essay/take-home exam

### Scan 3634 Scandinavian Women Writers

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Zagar, Monika

**Description:** Scandinavian Women Writers and the Emancipation Many of Scandinavia's most important writers have engaged in issues of sexual difference and women's emancipation. The aim of this course is to reflect the discussion of women's emancipation through literary texts, and to discuss the intertwinement of progressive thought and literary representation. The concept of emancipation is to be understood in a broad sense: some of these writers demanded political authority and social rights while others were focused on personal and/or sexual freedom. The works that will be brought up are all regarded as landmarks in Scandinavian writing, and will be considered because of their literary qualities as well as their progressive ideas. We will focus on some major women authors, and a couple of male ones, from the 19th century to the present. The course is limited to texts that have been translated into English. Students of Scandinavian will have the possibility to read in the original languages as well. Writers included in the course are: Camilla Collett, Amalie Skram, Selma Lagerlof, Knut Hamsun, Ellen Key, Edith Sodergran, Moa Martinson, Karen Blixen, Kirsten Thorup, Kerstin Ekman, Svava Jakobsdottir, Rosa Liksom. This course is designed for undergraduate students in Scandinavian Literature, Gender Studies and Comparative Literature. Class Time: 60% lecture, 40% discussion

**Class time:** 60% lecture, 40% Discussion

**Work load:** 75 pages of reading per week, 6 pages of writing per semester, 2 exams, 2 papers

**Grade:** 25% mid-semester exam(s), 30% final exam, 30% written reports/papers, 15% class participation

**Exam format:** Essay-type questions.

### Scan 3670 Topics in Scandinavian Studies: Georg Brandes & Modern Literary Criticism

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom**

**Instructor:** Houe, Poul

**Description:** The course will focus on Georg Brandes (1842-1927), arguably the foremost Nordic and European literary critic of the late 19th and early 20th century, and his importance for the foundation of modern literary (and cultural) criticism. Strongly influenced by classical antiquity and the Hegelians in his native Copenhagen, Brandes gradually embraced the new critical modes emerging in France in the 1860s and eventually ushered in his own realistic and outgoing critical idiom in a series of lectures and books on Main Currents in European Literature. He inspired giants such as Ibsen and Strindberg and triggered a modern breakthrough in Nordic literature. In many of his essayistic portraits and large biographies Brandes also dealt with (pre-)18th and early 19th century classics. Connected with countless European intellectuals and artists, he easily dovetailed his Nordic and European agendas, introducing Nietzsche to the world, advancing the cause of peace during WWI, and siding with persecuted individuals and minorities all over Europe. An aristocratic Danish liberal, Brandes was the outstanding cosmopolitan humanist of his time. Eng. tr. of representative excerpts from his multi-faceted work will be studied in historical context, and those which have stood the test of time will be discussed in depth. Brandes was an activist cultural critic, whose involvement in decisive and divisive socio-political controversies invites comparisons to such recent intellectual icons as Edward Said.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 100 pages of reading per week, 17 pages of writing per semester, 1 exams, 2 papers

**Grade:** 30% final exam, 50% written reports/papers, 20% class participation

**Exam format:** take home essay exam

### Scan 3993 Directed Studies

**(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

### Scan 5616 Strindberg and the Drama in Revolt and Change

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Stockenstrom, Goran K

**Description:** The super-naturalism of "Miss Julie", the psycho-expressionism of "To Damascus", the existential closed space of "Dance of Death", the revolutionary and surreal mise-en-scene of "A Dream Play" and the grotesque distortion of reality in "The Ghost Sonata" are examples of Strindberg's plays that have radically changed the relationship between stage and audience, profoundly influencing the theater in the 20th century. August Strindberg was "the precursor of all modernity in our present theatre" according to Eugene O'Neill, and his repertoire in the European and American stages expanded beyond the plays on the duels of the sexes to what O'Neill termed his "behind-life" plays. A new breed of theater practitioners was able to free itself from the naturalistic impulses of Strindberg's theater and to perceive that the apparent dislocation of form served to represent an inner universe on the stage. A universe that was about alienation, ontological insecurity, the cliched nature of language, the dilemmas of identity in an existence no longer anchored in time/space and explained through cause/effect, but ultimately about themselves. This course will examine representative Strindberg plays in the context of modern theatre.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 75 pages of reading per week, 1 exams, 1 papers, Group project including paper & oral presentation; students are encouraged to participate in group project or can choose a take-home exam

**Grade:** 30% written reports/papers, 50% special projects, 20% in-class presentations

**Exam format:** Take-home examination covers texts and criticism in the form of essay questions

### Scan 5670 Topics in Scandinavian Studies: Georg Brandes & Modern Literary Criticism

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; meets DELM req of classroom**

**Instructor:** Houe, Poul

**Description:** The course will focus on Georg Brandes (1842-1927), arguably the foremost Nordic and European literary critic of the late 19th and early 20th century, and his importance for the foundation of modern literary (and cultural) criticism. Strongly influenced by classical antiquity and the Hegelians in his native Copenhagen, Brandes gradually embraced the new critical modes emerging in France in the 1860s and eventually ushered in his own realistic and outgoing critical idiom in a series of lectures and books on Main Currents in European Literature. He inspired giants such as Ibsen and Strindberg and triggered a modern breakthrough in Nordic literature. In many of his essayistic portraits and large biographies Brandes also dealt with (pre-)18th and early 19th century classics. Connected with countless European intellectuals and artists, he easily dovetailed his Nordic and European agendas, introducing Nietzsche to the world, advancing the cause of peace during WWI, and siding with persecuted individuals and minorities all over Europe. An aristocratic Danish liberal, Brandes was the outstanding cosmopolitan humanist of his time. Eng. tr. of representative excerpts from his multi-faceted work will be studied in historical context, and those which have stood the test of time will be discussed in depth. Brandes was an activist cultural critic, whose involvement in decisive and divisive socio-political controversies invites comparisons to such recent intellectual icons as Edward

Said.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 100 pages of reading per week, 17 pages of writing per semester, 1 exams, 2 papers

**Grade:** 30% final exam, 50% written reports/papers, 20% class participation

**Exam format:** take home essay exam

#### Scan 5993 Directed Studies

**(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

## Social Work

105 Peters Hall: 612/625-1220

#### SW 3702 Child Maltreatment and Family Violence: Intervention and Prevention

**(Sec 001); 3 cr; prereq 3701; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This interdisciplinary liberal arts course is a comprehensive study of child maltreatment and family violence today. It is intended to offer the undergraduate student a wide breadth of understanding regarding the prevalence, scope, dynamics and contemporary response and preventive strategies for individual, familial and community analysis. The course is structured to examine child abuse within an ecological perspective and a risk/resilience framework and focuses on developing strategies likely to support healthy children, families, and communities. Child Abuse and Neglect: Intervention and Prevention should be considered a beginning study for students interested in working with children, their families, and the policies that impact them. Course materials include a required textbook and reading packet. This course will also include online readings. Students learn from interactive course lectures, small group discussions, community guest speakers, and informal class presentations. Course content is particularly relevant to students in the fields of sociology, education, child psychology, early childhood education, public health, public policy, and other related areas. This course also serves as a requirement within the undergraduate Family Violence Prevention Minor. It is recommended, but not required, that students in the Minor first complete SW 3706 Family Violence and Prevention: Exploring the Issues.

**Class time:** 60% lecture, 20% Discussion, 20% informal presentations, video tapes, individual learning exercises

**Work load:** 35 pages of reading per week, 15 pages of writing per semester, 1 exams, 4 papers

**Grade:** 30% final exam, 55% written reports/papers, 15% class participation

**Exam format:** Varied

**Course URL:** <http://www.mincava.umn.edu/educ.asp>

## Sociology

909 Social Sciences Tower: 612/624-4300

#### Soc 1001 Introduction to Sociology

**(Sec 011); Credit will not be granted if credit has been received for: SOC 1011, SOC 1011V, SOC 1011V, SOC**

**1012W, SOC 1012W; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Gerteis, Joseph Howard

**Description:** Sociology is the study of human social relations and the social order that results from them. In this class, we will examine how social relations result from, reproduce, and sometimes change our social environment. This perspective will be our common thread as we study many different topics. There are three major parts to the course. First, we will study social relations themselves: how they are formed and maintained, and how our face-to-face interactions with others allow us to define our place in social life and understand our surroundings. We will then see how these relations shape many aspects of our society, including our economic, educational, and political systems. Finally, we will examine how, why, and when social life changes.

**Class time:** 65% lecture, 25% Discussion, 10% films/videos

**Work load:** 40 pages of reading per week, 10 pages of writing per semester, 3 exams, Assignments are designed to give students experience in working with different kinds of data and in engaging in sociological thinking about their findings.

**Grade:** 35% mid-semester exam(s), 35% final exam, 15% written reports/papers, 10% quizzes

**Exam format:** Exams consist of multiple choice questions, identification of terms, and short essays

#### Soc 1001 Introduction to Sociology

**(Sec 001); Credit will not be granted if credit has been received for: SOC 1011, SOC 1011V, SOC 1011V, SOC 1012W, SOC 1012W; 4 cr; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Swartz, Teresa Toguchi

**Description:** This course is designed to introduce you to the study of society and what Mills calls the "sociological imagination:" a way of viewing the events, relationships and social phenomena that shape our individual lives and much of our collective experience. Through the course we will examine some of the central concepts and problems that have preoccupied both classical and contemporary sociologists, and gain a sense of how the sociological imagination can illuminate the social forces that have a concrete impact on our everyday lives. We will first explore the creation and maintenance of the social order as well as the social processes by which people develop a sense of self and negotiate meanings in everyday social interactions. We then take a look at social structure, social institutions and social stratification. Finally, we will explore how, why, and when social life changes. Throughout the course you will be asked to consider the ways in which society affects your life, and how you, in turn, affect society. Class time will be a mix of lecture, discussion, multimedia, small group work and in-class exercises. The course is targeted to undergraduate majors and non-majors.

**Class time:** 50% lecture, 20% Discussion, 30% videos, small group work, in-class activities, other

**Work load:** 40-60 pages of reading per week, 12 pages of writing per semester, 4 exams

**Grade:** 40% mid-semester exam(s), 40% written reports/papers, 20% class participation/activities/quizzes/labwork

**Exam format:** multiple choice, short answer, short essay

#### Soc 1011V Honors: Introduction to Sociology

**(Sec 001); Credit will not be granted if credit has been received for: SOC 1001, SOC 1001, SOC 1001, SOC 1001, SOC 1012W, SOC 1012W; 4 cr; prereq honors; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Swartz, Teresa Toguchi

**Description:** This course is designed to introduce you to the study of society and what Mills calls the "sociological imagination:" a way of viewing the events, relationships and social phenomena that shape our individual lives and much of

our collective experience. Through the course we will examine some of the central concepts and problems that have preoccupied both classical and contemporary sociologists, and gain a sense of how the sociological imagination can illuminate the social forces that have a concrete impact on our everyday lives. We will first explore the creation and maintenance of the social order as well as the social processes by which people develop a sense of self and negotiate meanings in everyday social interactions. We then take a look at social structure, social institutions and social stratification. Finally, we will explore how, why, and when social life changes. Throughout the course you will be asked to consider the ways in which society affects your life, and how you, in turn, affect society. Class time will be a mix of lecture, discussion, multimedia, small group work and in-class exercises. This honors section provides an opportunity for more intensive discussion and for hands-on learning with original field research projects.

**Class time:** 40% lecture, 30% Discussion, 30% videos, in-class exercises, student presentations, field research projects

**Work load:** 50-75 pages of reading per week, 20 pages of writing per semester, 4 exams

**Grade:** 40% mid-semester exam(s), 40% written reports/papers, 20% participation/activities/presentations

**Exam format:** multiple choice, short answer, essay

### **Soc 3101 Introduction to the American Criminal Justice System**

**(Sec 001); 3 cr; A-F only; prereq credit will not be granted if credit has been received for Soc 3111; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Samaha, Joel B !!CLA Distinguished Tchg Awd!!

**Description:** Overview and analysis of the United States criminal justice system. The course stresses three themes: 1. the balance between the government's power to control crime and the rights of individuals; 2. the appropriate decision making criteria (seriousness of offense, criminal history of offenders, and strength of evidence) and the illegal criteria (race, ethnicity) that can infect decision-making in the major crime control agencies (police, courts, and corrections); 3. the evaluation of criminal justice policies and practices (Do they work? Are they legal? Are they fair? Are they smart?). The course describes, analyzes, and provides information and arguments to stimulate you to think critical about crime control in a constitutional democracy. Topics include crime, trends in crime, criminals and their families; victims and their families; crime control in a constitutional democracy; criminal law; police, police roles and culture, police strategies, and police and the Constitution; charging suspects; prosecuting, defending, and sentencing defendants; probation and incarceration; and prisoner reentry into society ("Eventually, they all come home.") No prior knowledge of the criminal justice system is required.

**Class time:** 60% lecture, 20% Discussion, 20% documentary videos of police, courts, corrections, and terrorism

**Work load:** 25 pages of reading per week, 10 pages of writing per semester, 5 exams

**Grade:** 10% class participation, 90% See "workload 5 exams" and "exam format" for explanation of 90%

**Exam format:** multiple choice

**Course URL:** <http://blog.lib.umn.edu/jbs/soc3101/>

### **Soc 3102 Introduction to Criminal Behavior and Social Control (Sec 001); 3 cr; Soc majors must register A-F; credit will not be granted if credit has been received for Soc 3111; Soc majors must register A-F; meets DELM req of classroom**

**Instructor:** Vuolo, Michael Christopher

**Description:** This course is intended as a broad introductory overview to the content encountered in more specific 4000-level crime, law, and deviance classes in the sociology department. We will begin with an overview of crime trends. Then, we will spend two-thirds of the semester learning theories that explain criminal behavior, including classical, biological, control, life-course, social disorganization, learning, conflict, rational choice, and postmodern theories. The final third of the class will explore criminological research on more specific topics, such as

criminal processing, police, incarceration and reintegration, compliance with the law, and guns and drugs. The course will be part lecture and part discussion. There will be no papers, but there will be weekly quizzes on the week's reading as well as a midterm and a final. All tests and quizzes will be some combination of multiple choice, true/false, or fill-in-the blank.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 50 pages of reading per week, 2 exams

**Course URL:** <http://www.soc.umn.edu/~vuolo/soc3102>

### **Soc 3201 Inequality: Introduction to Stratification (Sec 001); 3 cr; prereq [1001 or equiv], [soc majors must register A-F]; meets DELM req of classroom**

**Instructor:** Jin, Jun

**Description:** Stratification studies examine the unequal distribution of such societal resources as income, wealth, social status and political power and seek to explain the various hierarchies that exist within societies. This course provides an introductory overview of major social theories and research on inequality and stratification in contemporary American society. We will examine a range of stratification issues and research with particular attention to their treatments of core sociological concerns, including: the cases, dimensions, and consequences of inequality in American society; the complex intersections of class, gender, and race; power and status differentials; social mobility; educational and occupational influences; social welfare; and public policies affecting inequality.

**Class time:** 60% lecture, 20% Closed Circuit TV, 20% Discussion

**Work load:** 40-60 pages of reading per week, 3 exams, 1 papers

**Exam format:** multiple choice, short answer, and essay

### **Soc 3211W American Race Relations**

**(Sec 002); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Lee, Pao

**Description:** This course is designed to help students begin to develop their own informed perspectives on American racial "problems" by introducing them to the ways that sociologists deal with race, ethnicity, race relations and racism. We will first discuss early "racial formation" (i.e. post-Civil Rights era) and the ideas of whiteness and white privilege. Moving past the black and white paradigm, we will then talk about race as it relates to American Indians, Asian Americans, and Latino Americans. The final section of the course will focus on various forms of resistance/social change and multiculturalism. Throughout the course, we will also make global comparisons to the U.S. case in order to understand the uniqueness of American race relations. Class time will be a mix of lecture, discussion, multimedia (including films/clips and music from pop culture), small group work and in-class exercises.

**Work load:** 50-75 pages of reading per week, 16-20 pages of writing per semester, 2 exams, 2 papers

**Exam format:** short answer and essay

### **Soc 3211W American Race Relations**

**(Sec 001); 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Logan, Enid Lynette

**Description:** This class is designed to provide students with an understanding of the contours of race in the post-civil rights era United States. Using films, readings, discussion, and lecture, we will examine the myriad ways that racial logics, ideas and practices structure American society and influence the life experiences and outcomes of all its members. In the first section of the class, we explore major theoretical concepts in the race relations literature and provide an overview of the historical roots of race and racism in the U.S. The majority of the class will be devoted to an examination of the dynamics of race in different cultural and institutional contexts. We will draw from the following topic areas-- a) Identity b) Immigration C) Education D) Popular

Culture. We will specifically focus upon the experiences of African Americans, whites, Latinos, Asian Americans, and Native Americans in today's society. In the last section of the class, we will discuss the future of race relations in the U.S., and evaluate strategies to overcome racial inequality.

**Class time:** 40% lecture, 30% Discussion, 30% viewing documentary films & guest speakers

**Work load:** 30-40 pages of reading per week, 50 pages of writing per semester, 4 papers, Other work: weekly informal writing assignments, ~2 pages in length

**Grade:** 55% written reports/papers, 15% quizzes, 10% in-class presentations, 20% class participation

**Exam format:** There are 4 papers, 2 quizzes, a final group project and no exams!

inequalities shape and are shaped by social institutions, including cultural institutions, the economy, the family, and the state. Then, we will focus our attention on how race, class, and gender shape societies and individual experiences in interaction with each other. Throughout the course, the American experience will be compared and contrasted with societies throughout the world.

**Class time:** 50% lecture, 40% Discussion, 10% guest lectures, small-group exercises, multimedia

**Work load:** 40-70 pages of reading per week, 10-20 pages of writing per semester, 2 exams, 3 papers

**Grade:** 40% written reports/papers, 20% class participation, 40% Exams

**Exam format:** multiple choice, short answer, essay

### Soc 3251W Sociological Perspectives on Race, Class, and Gender

**(Sec 002); Credit will not be granted if credit has been received for: AFRO 3251, SOC 3251, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W; 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Logan, Enid Lynette

**Description:** We examine race, class, gender and sexuality as bases of identity, stratification, and inequality. We explore the social constructs of these concepts in the U.S. and ask how they shape each of our lives, life-chances, and daily interactions. This is a writing intensive course, and students will be expected to do a good deal of writing. Active participation in discussion is a must. You will connect the concepts drawn from the materials to your own life experiences and thoughts, and learn from the experiences and thoughts of others. We begin by examining Race (social construction of race, racism, whiteness and segregation); Class (extent of, reproduction of, social construction of, effects of inequality); Gender (social construction of, nature v. nurture); Sexuality (evolution of ideas, transformation of social norms). We look at these core concepts in different interpersonal and institutional arenas: Family (marriage, social policy, patterns of family formation), Education (reproduction of gender and class identities in schools, the racial achievement gap, education and equality/inequality), Language (bilingualism and culture, racism in the language, the language of disability), Criminal Justice (inequities in the system), and Violence (connections between violence and masculinity, violence and poverty). In the last part of the class we delve into the future of Race, Class, Gender and Sexuality in the U.S. and look for solutions to the "isms" that accompany these constructs.

**Class time:** 25% lecture, 50% Discussion, 25% viewing sections of documentary films

**Work load:** 50 pages of reading per week, 40 pages of writing per semester, 3 papers, 1 group presentation, 5 informal reading reaction papers

**Grade:** 55% written reports/papers, 10% quizzes, 20% class participation, 15% group presentation

**Exam format:** quiz will be multiple choice and essay. no exams!

### Soc 3251W Sociological Perspectives on Race, Class, and Gender

**(Sec 001); Credit will not be granted if credit has been received for: AFRO 3251, SOC 3251, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W; 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Tranby, Eric P

**Description:** Race, class and gender, and inequalities associated with them, affect nearly all of our lives but are often taken for granted and rarely confronted, challenged or contested. This course will do just that by examining the social construction of race, class and gender. We will start by examining race, class, and gender inequalities as individual aspects of social life. We will spend a substantial amount of time examining how these

### Soc 3451W Cities and Social Change

**(Sec 001); 3 cr; prereq 1001 or instr consent ; meets CLE req of International Perspective Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course will use sociology, history, fiction and film to follow the rise of urbanism. Reading and discussing writing from some of the great scholars of urbanism, including Wirth, Marx and Engels, DuBois, DeBord, Castells and Sassen, we will apply their models to topics such as racial segregation and social control, the city as artistic milieu, ecological sustainability, the urban-suburban divide, and the contemporary "Brazilianization" of the American city. The focus is roughly half on the US urban experience, half on international comparison. Since this is a writing intensive (W) course, students will develop their insights into cities and urban life through writing, including in-class brainstorms, ethnographic exercises in the Twin Cities, reading reports, and the term paper. Students will have the opportunity to produce a well-written and well thought-out term paper, following a three-stage planning, drafting, and revision process over several weeks.

**Class time:** 40% lecture, 25% Discussion, 35% writing exercises, films and other in-class activities.

**Work load:** 50-75 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 1 papers, 2 reading reports, class presentations

**Grade:** 20% class participation, 20% exams, 20% reading reports, 40% term paper

### Soc 3501 Sociology of Families

**(Sec 001); 3 cr; prereq 1001 or instr consent ; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Liebler, Carolyn

**Description:** Family relationships shape us, while at the same time families themselves are shaped by other social phenomena. We will explore this observation throughout the course. Specific topics include: varieties of family structures and experiences in the past and today; social processes within the family, including marriage/divorce, parenting, and socialization; variations in family experiences according to gender, race, and social class; and policy implications of how we define 'the family' and policies related to families.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 30-60 pages of reading per week, 8-12 pages of writing per semester, 4 exams, 4 papers, class participation

**Grade:** 16% mid-semester exam(s), 16% final exam, 16% written reports/papers, 16% class participation, 32% two additional mid-semester exams

**Exam format:** short answer, term matching, and essay

**Course URL:** <http://www.myu.umn.edu>

### Soc 3701 Social Theory

**(Sec 001); 4 cr; A-F only; prereq 1001 or instr consent; meets DELM req of classroom**

**Instructor:** Fischer, Laura L

**Description:** This course provides an introductory overview of major social theories ranging from the foundational sociological

theories of Marx, Weber, and Durkheim to contemporary theories focusing on action, rational-choice, self, institutions and postmodernism. We will devote time to understanding the social and historical environments in which these theories have developed and focus on how theoretical inquiry can serve as a guide for scientific explanation of human behavior. Some of the questions explored will be: What holds societies together? How do societies reproduce themselves? How does social change take place? How are social identities created, maintained, and transformed? What are features of modern social life and where is society headed in the future?

### Soc 3701 Social Theory

**(Sec 002); 4 cr; A-F only; prereq 1001 or instr consent; meets DELM req of classroom**

**Instructor:** Gerteis, Joseph Howard

**Description:** This course offers an introduction to social theories, classical and contemporary. Because our social life is messy, sociological theories can never be as exact as the theories that physicists or mathematicians use. But good theories can help us see things that we did not, or could not, see before. Theories are tools to help us understand and negotiate the social world better. In this class, we cover a range of social thought, from the classical works of Marx, Durkheim and Weber, through more contemporary theories of the social world. Throughout this class, we have three goals: to learn to read and understand key theoretical work in sociology; to use this work to better understand the social world around us; and to better develop our own theoretical voices.

**Class time:** 75% lecture, 25% Discussion

**Work load:** 50 pages of reading per week, 4 exams

**Grade:** 20% final exam, 30% written reports/papers, 45% first three exams 15% each

**Exam format:** essay

### Soc 3721 Principles of Social Psychology

**(Sec 001); 3 cr; prereq 1001 or instr consent; meets DELM req of classroom**

**Instructor:** Stein, Alexandra I

**Description:** This course will provide an introduction to social psychology, the field that bridges the disciplines of sociology and psychology. Social psychology examines the relationship between individuals and society in three basic areas: 1) the influence of social factors on the individual; 2) social interaction between and among individuals; and 3) group processes. In this course we will study both classic and contemporary theories. We will work on bringing these theories to life by using them to help understand the connections between our own everyday experiences and larger social forces. Areas of study will include socialization, self and identity, conformity, prejudice, obedience, attitudes and behaviors, interpersonal relationships, and group dynamics.

### Soc 3801W Sociological Research Methods

**(Sec 001); 4 cr; prereq [1001 or 1011V] or instr consent, soc majors must register A-F; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Kelly, Erin L

**Description:** This course provides a broad overview of the various research methods used in sociology. It will help you 1) better understand sociological research, 2) critically evaluate sociological studies and the presentation of research in the media, 3) gain confidence in planning and conducting your own research for course work or in your roles as employee or engaged citizen. The course will also hone your analytic skills by teaching you how to specify research questions, judge what counts as convincing evidence, and appreciate the challenges associated with various research strategies. We will engage in a wide variety of activities - lectures, small group activities, small projects to try different kinds of research, writing and revising a research report, and tests - as we pursue these goals. This is a writing intensive course.

**Class time:** 40% lecture, 30% Discussion, 30% Laboratory

**Work load:** 60 pages of reading per week, 35 pages of writing

per semester, 3 exams, 6 papers, Papers build to one final product

**Grade:** 30% mid-semester exam(s), 40% written reports/papers, 5% class participation, 20% lab work, 5% regular reading questions

**Exam format:** Multiple choice, short answer, essay

### Soc 3811 Basic Social Statistics

**(Sec 001); 4 cr; prereq GC 0731 or intermediate algebra or instr consent ; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom**

**Instructor:** Eliason, Scott R

**Description:** The objective of this course is to introduce undergraduate sociology majors to simple statistical measures and procedures that are used in sociological research. This course emphasizes (1) measures of central tendency, dispersion, skewness, and kurtosis, (2) measures of association and correlation, (3) regression and analysis of variance techniques, (4) basic notions of probability, random variables, and distributions, and (5) statistical inference.

**Class time:** 75% lecture, 25% Laboratory

**Work load:** 20-35 pages of reading per week, 2 exams

**Grade:** 33% mid-semester exam(s), 33% final exam, 33% homework and lab assignments

**Exam format:** multiple choice, true/false, short answer, and essay

### Soc 4101W Sociology of Law

**(Sec 001); 3 cr; A-F only; prereq 1001 or 3101 or 3102 or 3111 or instr consent; 3701 recommended; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Savelsberg, Joachim J

**Description:** COURSE CONTENT: Law and society are closely interrelated. The sociological analysis of society and its parts, e.g. polity, economy, organizations, and community, depends on the understanding of their legal environment. Law, on the other hand, cannot be understood without the social environment, the political economy, the communities, the organizations, and the decision making processes within and through which it functions. These concerns of the sociology of law will be central throughout this class. This class discusses specifically three distinct traditions in the sociology of law: I. evolutionary theories of law (e.g., Durkheim), II. conflict approaches (e.g., Marx), and III. approaches that focus on the relationship between law and the state (e.g., Weber). We further consider IV. law and issues of conflict resolution, V. the problem of law in the activist state and VI. the use of law to promote social change, for cases such as voting rights, school desegregation and equal employment opportunities. We also address VII. the internationalization of law. We finally VIII. learn about the legal profession. TARGET AUDIENCE: The primary audiences are sociology majors with a special interest in law and pre-law students from other major fields. The course may also be taken by law and graduate students (requirements will be more demanding for these).

**Class time:** 60% lecture, 25% Discussion, 15% small group activities

**Work load:** 45 pages of reading per week, 12 pages of writing per semester, 3 exams, 2 papers, This is a WRITING INTENSIVE course. REQUIRED READING consists of one chapter or article of varying length (between 10 and 30 pages) for each session (one additional article per session for graduate and law students who might enroll).

**Grade:** 40% mid-semester exam(s), 30% final exam, 30% written reports/papers

**Exam format:** multiple choice and short answer questions

### Soc 4105 Sociology of Punishment and Corrections

**(Sec 001); 3 cr; A-F only; prereq 3101 or 3102 or 3111 or instr consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course provides an extensive overview of historical and contemporary correctional practices. In particular, there will be examination of sentencing philosophy and practices, corrections history, incarceration trends, the design and

administration of modern prisons, life inside prisons, probation, parole, and supervised release. This course will provide students with a solid foundation of knowledge about institutional and community corrections.

participation

**Exam format:** Mixed

**Course URL:** <http://www.soc.umn.edu/~uggen/4141.htm>

#### **Soc 4108 Current Issues in Crime Control**

**(Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Selected current criminal justice policies examined from perspective of courts, legislature, community, and interest groups. Impact of criminal justice policy changes on society and on social control agencies.

#### **Soc 4135 Sociology of White-Collar Crime**

**(Sec 001); 3 cr; prereq 3101 or 3102 or 3111 or instr consent; Soc majors A-F only; meets DELM req of classroom**

**Instructor:** Savelsberg, Joachim J

**Description:** This course deals with different types of white-collar crime, their causation, the damage they cause, and their control. We will learn from outstanding literature, videos, and guest speakers and explore cases in depth. The course is divided in two parts. Part I. distinguishes different types of white-collar crime (e.g., embezzlement, fraud, conflict of interest, and corruption). We also distinguish between upper class, occupational, and organizational crimes in private and government sectors. We explore their causation and the damage they cause. We compare white-collar crime with street crime. Do we need special theories to explain white-collar crime? We also take a look at parallels between corporate crime and the involvement of white-collar workers in state organized crimes such as genocide. Part II. deals with the perception, legislation, and control of white-collar crime. How does the public view white-collar crime? What are the chances that legislatures will take steps against white-collar offending? Under what conditions are they likely to criminalize behavior? We then follow the criminal justice process, based on a collection of articles and on a number of concrete cases. We look at police and prosecution, the role of defense attorneys, the sentencing decisions of judges, and the way defendants experience the response of the criminal justice system. We finally learn about innovative and alternative strategies and responses to white-collar crime.

**Class time:** 60% lecture, 30% Discussion, 10% small group work

**Work load:** 40 pages of reading per week, 3 exams, 2 papers

**Grade:** 40% mid-semester exam(s), 30% final exam, 15% written reports/papers, 10% special projects, 5% in-class presentations

**Exam format:** multiple choice and short answer

#### **Soc 4141 Juvenile Delinquency**

**(Sec 001); 3 cr; A-F only; prereq 3101 or 3102 or 3111 or instr consent; meets DELM req of classroom**

**Instructor:** Uggen, Christopher

**Description:** This course presents an overview of sociological theory and research on juvenile delinquency. We start with a critical examination of the social facts surrounding the measurement, extent, and distribution of delinquency. Next we study some of the principal sociological explanations of delinquent behavior. These theories provide conceptual tools for analyzing monographs detailing delinquency among diverse groups of young people. We conclude by analyzing some of the key programs implemented in attempts to reduce delinquency. Course objectives: 1) To understand the way that delinquency is currently measured and the extent and distribution of delinquent behavior according to these measures; 2) To gain a working knowledge of the major sociological theories used to explain delinquency; 3) To apply the conceptual tools of these theories to selected case studies; and, 4) To critically evaluate concrete policy responses to delinquency. .

**Class time:** 50% lecture, 30% Discussion, 20% Media

**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

**Grade:** 25% mid-semester exam(s), 30% final exam, 25% written reports/papers, 10% special projects, 10% class

#### **Soc 4149 Killing**

**(Sec 001); 3 cr; prereq Sr or grad; grad students only may enroll S-N; meets DELM req of classroom**

**Instructor:** Malmquist, Carl P

**Description:** Sociological, legal, and psychological aspects of diverse types of killing. The topic of "normal" killings is contrasted with various pathological types. Subtopics include: mentally disturbed killings, sexual killings, killings within families, gang killings, and terrorist killings.

**Work load:** 3 exams, (2 mid-term examinations and a cumulative final examination)

#### **Soc 4162 Criminal Procedure in American Society**

**(Sec 001); 3 cr; prereq 3101 or 3102 or 3111 or instr consent; meets DELM req of classroom**

**Instructor:** Samaha, Joel B !!CLA Distinguished Tchg Awd!!

**Description:** Course Content: Balance between government power to enforce criminal laws and individuals' right to be let alone by the government. Topics include: police power to stop and frisk, arrest, search, interrogate, and identify suspects; right to a lawyer; remedies for constitutional violations. Teaching methods: Read and discuss U.S. Supreme Court and other cases; a few mock arguments and debate. Textbooks and other reading: Samaha, Criminal Procedure 6th edition (earlier editions not suitable). Audience: Upper division undergraduates in all departments and colleges; some graduate and professional students.

**Class time:** 15% lecture, 85% Discussion

**Work load:** 35 pages of reading per week, 13 exams, weekly non-cumulative short answer (60%) and case analysis essay (40%) exams

**Grade:** 90% 13 non cumulative short answer and essay exams; 10% participation in course surveys

**Exam format:** 60% identification, definition (no multiple choice); 40% case analysis essay

**Course URL:** <http://blog.lib.umn.edu/jbs/soc5161/>

#### **Soc 4309 Religion and Public Life in the United States**

**(Sec 001); 3 cr; prereq 1001 or instr consent ; meets CLE req of Citizenship/Publ Ethics Theme; meets DELM req of classroom**

**Instructor:** Edgell, Penny A

**Description:** This course will focus on the role of religion in public life in the contemporary United States, a nation of high levels of religious involvement and a history of strong religious movements and public religious discourse. We will explore how diverse religious groups engage in political action, foster particular understandings of democracy and styles of civic participation, influence volunteering and service activities, and form individuals' views on issues such as race, poverty, the family and sexuality. This upper-level undergraduate course is open to majors and non-majors.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 50-100 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 30% final exam, 25% written reports/papers, 15% class participation

**Exam format:** short answer and essay

#### **Soc 4321 Sociology of Globalization: Culture, Norms, and Organization**

**(Sec 001); Credit will not be granted if credit has been received for: GLOS 4221, GLOS 4221; 3 cr; A-F only; prereq 1001 or instr consent ; meets CLE req of International Perspective Theme; meets DELM req of classroom**

**Instructor:** Schofer, Evan

**Description:** From the desert of India to the high plateaus of Bolivia to the trading floors of New York city, people from around the world are becoming increasingly interdependent. This course offers an overview of the processes that are forcing people's

lives, to intertwine economically, politically, and culturally. We will start with the most basic questions: What is this thing called "globalization?" Is it new? What are the forces behind it? Second, we will explore the idea that this era of globalization is marked by dramatic transformations in the ways we work, do politics, play, and communicate. Moreover, we will look into the idea that capitalism has changed significantly, that the division between rich and poor has intensified, and that the sovereignty of governments and the basic rights of people are being seriously challenged. We will also discuss the worlds of immigration, of fast-moving finance capital, of Hollywood cultural production, and everyday life, as they are experienced in the U.S., Mexico, India, South Africa, and parts of East Asia. Finally, we will look at "globalization from below" or social movement activism that works to produce social justice and change across national boundaries. They are contesting the worst effects of economic, political, and cultural globalization.

**Class time:** 25% lecture, 75% guided discussion

**Work load:** ~75 pages of reading per week, ~25 pages of writing per semester (two 2-4 page papers, three 5-8 page papers)

**Grade:** 75% written reports/papers, 25% participation, in-class debates and presentations

#### Soc 4551 Sociology of Sexualities

**(Sec 001); 3 cr; prereq 1001 or instr consent ; soc majors must register A-F; meets CLE req of Cultural Diversity**

**Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Hull, Kathleen E

**Description:** Sociology of Sexualities is an advanced survey course covering social scientific approaches to the study of sexual attitudes, behaviors and identities. The course challenges students to examine taken-for-granted beliefs about the naturalness of various sexual phenomena and deepens students' understanding of how various social forces shape people's sexual lives. The course will focus on the diversity of thought, behavior and lived experience of individuals with regard to sexuality.

**Class time:** 60% lecture, 20% Closed Circuit TV, 20% Discussion

**Work load:** 50-80 pages of reading per week, 3-4 pages of writing per semester, 3 exams, weekly in-class writings on the course readings

**Grade:** 25% quizzes, 75% 3 exams each counting 25%

**Exam format:** multiple choice, short answer, author-quote matching, essays

**Course URL:** <http://www.soc.umn.edu/~hull/socofsex/>

#### Soc 4966W Major-Project Seminar

**(Sec 002); 4 cr; A-F only; prereq 3701, 3801, 3811, 12 cr upper div sociology, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Hartmann, Douglas

**Description:** This section is a new, capstone version of the senior projects course that is designed to provide students with an opportunity to think about how the knowledge, skills, and insights of the sociology major can be used in lives and careers outside of the University. The course will begin by posing two questions (1) what is sociology? and (2) what is the role of sociological knowledge, research, and thought in contemporary American public life. It will proceed to consider different types of sociology and their various contributions. Instead of traditional research projects, students will be encouraged to conduct projects that are more engaged and applied in nature. Specifically, students will have the option of doing service learning (field papers or actual projects with participating organizations) or writing an extended reflective essay that utilizes the tools and theories learned across the major. In either case the final project will build on the values of critical thinking, effective communication, diversity, and social responsibility that are cultivated in sociology.

**Class time:** 33% lecture, 33% Discussion, 33% paper development and one on one meetings with instructors

**Work load:** 25-30 pages of reading per week, 25 pages of writing per semester, 1 papers, one final paper with preparatory

drafts along the way

**Grade:** 60% written reports/papers, 20% class participation, 20% paper proposals, outlines and drafts

#### Soc 4966W Major-Project Seminar

**(Sec 003); 4 cr; A-F only; prereq 3701, 3801, 3811, 12 cr upper div sociology, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Kruttschnitt, Candace Marie

**Description:** The College of Liberal Arts requires a paper in the major field of study in the senior year. This course is designed to help primarily students majoring in Law, Crime and Deviance in Sociology to write their senior research paper. Only one book is assigned and it provides useful guidelines about how to ask well formulated sociological research questions, collect and interpret different kinds of data and clearly communicate your research findings. Class meetings will be conducted in a seminar format with much of the time spent either in individual consultations or in group discussions of the progress and problems in conducting your research and writing your paper.

**Class time:** 30% lecture, 30% Discussion, 30% individual consultations

**Work load:** 25 pages of reading per week, 50 pages of writing per semester, 1 papers, smaller written progress reports (e.g., bibliographies, outlines, literature review)

**Grade:** 100% written reports/papers

#### Soc 4966W Major-Project Seminar

**(Sec 001); 4 cr; A-F only; prereq 3701, 3801, 3811, 12 cr upper div sociology, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Macmillan, Ian Ross

**Description:** This course facilitates the completion of the major project requirement in Sociology. Specifically, it involves a detailed explanation of the process of doing social science research coupled with an explanation of the requirements and components of the major project. We will discuss issues of conceptualizing a research area, conducting a literature review, formulating a research question, proposing an appropriate methodology, conducting rigorous research, and writing up a formal report.

**Class time:** 30% lecture, 30% Discussion, 40% Research exercises

**Work load:** 15 pages of reading per week, 5 pages of writing per semester, 5 papers, Periodic submissions of project components

**Grade:** 60% written reports/papers, 20% in-class presentations, 20% class participation

#### Soc 4978V Senior Honors Proseminar II

**(Sec 001); 3 cr; A-F only; prereq [4977V or #], 3701, 3801, 3811, at least 9 additional upper div soc cr, sr soc honors major, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Boyle, Elizabeth Heger

**Description:** This is the second course in a two-semester sequence designed to help honors students majoring in sociology prepare their senior projects research papers. Last semester, we reviewed key issues in the design of social research. This semester, we will focus on data analysis, writing, and the presentation of results.

**Class time:** 25% lecture, 25% Discussion, 50% Laboratory

**Work load:** 150 pages of reading per week, 40 pages of writing per semester, 1 papers

**Grade:** 75% written reports/papers, 25% in-class presentations

#### Soc 5455 Sociology of Education

**(Sec 001); Credit will not be granted if credit has been received for: EDPA 5041, SOC 5455, EDPA 5041, SOC 5455, EDPA 5041, SOC 5455, EDPA 5041, SOC 5455, EDPA 5041; 3 cr; prereq 1001 or equiv or instr consent; meets DELM req of classroom**

**Instructor:** Seashore, Karen Rose

**Description:** Structures and processes within educational institutions. Links between educational organizations and their

social contexts, particularly as these relate to educational change.

## Soil, Water, and Climate

439 Borlaug Hall: 612/625-1244

### Soil 2125 Basic Soil Science

(Sec 001); Credit will not be granted if credit has been received for: SOIL 1125, SOIL 1125, SOIL 1125, SOIL 5125, SOIL 5125, SOIL 5125, SOIL 5125, AGUM 2251, AGUM 2251, AGUM 2251; 4 cr; A-F only; prereq Chem 1011 or Chem 1021 or equiv; meets CLE req of Environment Theme; meets DELM req of classroom

**Instructor:** Lamb, John A !!COAFES Distinguished Tchg Awd!!

**Description:** This is the introductory course for Soil Science. The material covered includes information on physical, chemical, and biological soil properties. These properties are related to agricultural and environmental examples where knowledge of soils is important. This course has 2 lectures a week (Monday and Wednesday), a self-paced laboratory, and a recitation session on Thursday. The overall goal of this course is to provide a foundation of Soil Science principles that can be applied to future study and every day life.

**Class time:** 40% lecture, 20% Discussion, 40% Laboratory

**Work load:** 35 pages of reading per week, 4 exams

**Grade:** 29% mid-semester exam(s), 20% final exam, 10% class participation, 19% lab work, 22% problem solving

**Exam format:** Multiple choice and short answer.

**Course URL:** <http://www.ARdilla.umn.edu/soil2125/>

### Soil 4093 Directed Study

(Sec 001); 1-7 cr; max crs 20, 20 repeats allowed; prereq instr consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Students who want to explore a special topic of their interest should visit with a faculty member who will direct their exploration. Report length dependent on the credits.

**Class time:**

### Soil 4094 Directed Research

(Sec 001); 1-7 cr; max crs 7, 1 repeat allowed; prereq instr consent ; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Students who want to do research in a special area should determine a faculty member who will guide their research activities. Research depth depends on the credits.

**Class time:**

### Soil 5311 Soil Chemistry and Mineralogy

(Sec 001); 3 cr; prereq [[Chem 1022 or equiv], Phys 1102, grad] or instr consent ; meets DELM req of classroom

**Instructor:** Bloom, Paul Ronald

**Description:** Structural chemistry, and origin and identification of crystalline soil clay minerals. Structure of soil organic matter. Chemical processes in soil; solubility, adsorption/desorption, ion exchange, oxidation/reduction, acidity, and alkalinity. Solution of problems related to environmental degradation, plant nutrition, and soil genesis.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 20 pages of reading per week

**Course URL:** <http://www.soils.argiedu/academics/classes>

### Soil 5515 Soil Genesis and Landscape Relations

(Sec 001); 3 cr; A-F only; prereq 2125 or instr consent ; meets DELM req of classroom

**Instructor:** Bell, Jay !!COAFES Distinguished Tchg Awd!!

**Description:** SOIL 5515 is an advanced undergraduate/graduate level course covering concepts of soil genesis and development, soil classification, and the distribution of soils across the landscape. The first part of the course uses

conceptual and mathematical models to describe the processes and environmental factors affecting the development of soils, their horizons, and their properties. Particular emphasis is placed on development over time; paleosols are used to illustrate some of these points. The second part of the course consists of a brief introduction to the U.S. Soil Taxonomic System. Characteristic properties of individual soil orders are used to further illustrate soil development processes and the geographic distribution of soils. The final portion consists of an advanced treatment of soil - landscape relations and the processes and factors that lead to the distributions observed. This section utilizes GIS and soil landscape modeling to develop these concepts. An introduction to national soils databases and interpretations will be provided. Soil surveys are introduced, both from the viewpoint of making soil maps and their use and interpretation. Three weekend field trips are required; the first is a one-day trip to Cedar Creek Natural History Area; the second is a one-day trip to southeastern MN; and the third is a two-day trip through north central and northwestern MN.

**Class time:** 80% lecture, 20% field trips

**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 30% special projects

**Exam format:** essay

**Course URL:**

<http://www.soils.umn.edu/academics/classes/soil5515>

### Soil 5711 Forest Soils

(Sec 001); 2 cr; prereq 1125 or 2125; meets DELM req of classroom

**Instructor:** Zanner, William

**Description:** The objective of this course is to provide an overview of the chemical, physical and biological properties of forest soils and to explore forest soil genesis and carbon cycling in a forested landscape. We will discuss how forest land management activities affect soil properties and site productivity, and the effects of management on soil nutrients and water availability. Upon completion of the course, students will understand how site factors affect our ability to achieve forest land management goals including water quality protection and maintenance of long-term site productivity.

**Class time:** 50% lecture, 25% Discussion, 25%

**Work load:** 30 pages of reading per week, 2 exams, 1 papers

**Grade:** 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 15% class participation, 20% Field trip reports

**Exam format:** Short answer & essay

## South Asian Languages and Cultures

453 Folwell Hall: 612/625-6534

### SALC 3414 Comparative Religions of South Asia

(Sec 001); Credit will not be granted if credit has been received for: SALC 5414, SALC 5414; 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets DELM req of classroom

**Instructor:** Junghare, Indira Y !!CLA Distinguished Tchg Awd!!

**Description:** This course compares and contrasts basic philosophical concepts, literatures, ideologies, and ritualistic practices of Hinduism, Buddhism, and Jainism, with those of Islam and Sikhism. The course begins with a discussion of the rise and development of the religions as socio-cultural traditions and belief systems. The subsequent discussions include the concepts of the soul, the ultimate reality, the self, and their relationships with each other and the universe in general. The approach to the study of the religions is synthetic, i.e. a combination of historical, philosophical, and anthropological methods. This course is open to all interested students.

**Class time:** 60% lecture, 30% Discussion, 10% video

**Work load:** 20 pages of reading per week, 30 pages of writing per semester, 2 exams

**Grade:** 35% mid-semester exam(s), 35% final exam, 20% written reports/papers, 10% class participation

**Exam format:** multiple choice, essay, short answer

**SALC 5414 Comparative Religions of South Asia (Sec 001); Credit will not be granted if credit has been received for: SALC 3414, SALC 5414, SALC 3414; 3 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom**

**Instructor:** Junghare, Indira Y !!CLA Distinguished Tchg Awd!!

**Description:** This course compares and contrasts basic philosophical concepts, literatures, ideologies, and ritualistic practices of Hinduism, Buddhism, and Jainism, with those of Islam and Sikhism. The course begins with a discussion of the rise and development of the religions as socio-cultural traditions and belief systems. The subsequent discussions include the concepts of the soul, the ultimate reality, the self, and their relationships with each other and the universe in general. The approach to the study of the religions is synthetic, i.e. a combination of historical, philosophical, and anthropological methods. This course is open to all interested students.

**Class time:** 60% lecture, 30% Discussion, 10% video

**Work load:** 20 pages of reading per week, 30 pages of writing per semester, 2 exams

**Grade:** 35% mid-semester exam(s), 35% final exam, 20% written reports/papers, 10% class participation

**Exam format:** multiple choice, essay, short answer

**SALC 5993 Directed Studies**

**(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Guided individual reading or study. Topics are related to South Asian languages and cultures. The focus differs from student to student, from sociocultural change to law, philosophy and religion. Various aspects of South Asian societies are studied from a variety of disciplinary perspectives, in social sciences as well as the humanities.

**Class time:** 100% one hour consultation/week and reading assignments, library research

**Work load:** 50 pages of reading per week, 1 papers

**Grade:** 100% special projects

**Exam format:** Essay-paper.

**SALC 5994 Directed Research**

**(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Guided individual research. Topics are related to South Asian languages and cultures. The research topic differs from student to student, from linguistics and literature to philosophy, religion and various aspects of South Asian culture.

**Class time:** 100% one hour consultation/week and reading assignments, library research

**Work load:** 50 pages of reading per week, 1 papers

**Grade:** 100% special projects

## Spanish

34 Folwell Hall: 612/625-5858

**Span 1002 Beginning Spanish**

**(Sec 001-004); 5 cr; prereq 1001 completed at UMNTC, dept consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is for the student who has completed Spanish 1001 at the University of Minnesota. Upon entering this course, the student should know basic vocabulary and present

and past tense forms, that is to say, be familiar with the material between the "Leccion Preliminar" to "Leccion 9" of the text, "?Sabias que...?", 3rd ed. Spanish is spoken almost exclusively in class. Spanish 1002 continues to focus on the development of communicative skills: listening, speaking, reading and writing. One day a week students watch "Destinos", an educational television program in Spanish. The text "?Sabias que...?", 3rd ed., is accompanied by a workbook and audio tapes that are designed to be studied outside class. The readings in the text have been taken from Spanish language newspapers and magazines. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Since the majority of class time is devoted to speaking and listening, class attendance is critical.

**Class time:** 5% lecture, 15% Closed Circuit TV, 10% Discussion, 1% Laboratory, 60% Group work, reading and related activities

**Work load:** 3-5 pages of reading per week, 10 pages of writing per semester, 6 exams, 6 quizzes, compositions and journals, approximately 60-120 mins. study per day, 20 pages textbook and workbook exercises (5-10 hrs./wk)

**Grade:** 20% mid-semester exam(s), 20% final exam, 15% quizzes, 10% class participation, 35% 15% oral interview type evaluations, 10% written compositions and writing activities, 10% listening and workbook exercises

**Exam format:** All quizzes and tests evaluate listening, reading, vocabulary, grammar and writing. A minimum of multiple choice & true-false items; an effort is made to encourage the use of natural language by using short answers and essays. Two oral interviews.

**Span 1003 Intermediate Spanish**

**(Sec 002-026); 5 cr; prereq [1002 or 1022] or EPT placement; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is for those who have completed Spanish 1022 or 1002 with C- or better, or who have taken two or more years of Spanish in high school and have successfully passed the Entrance Proficiency Test (EPT) for this level. In this course, students build on the communicative speaking, writing, listening and reading skills that were acquired in beginning Spanish. The "Conexiones" series, text, lab manual and workbook, are used in class. Class activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class time is intended for grammar instruction and practice. Reading skills are developed through "Conexiones", and writing skills are developed through a variety of writing assignments. Each student will present an oral presentation on a topic related to those covered in "Conexiones" or in class. Because Spanish class is about the only place where a student can practice listening and speaking, class attendance is critical.

**Class time:** 40% Discussion, 60% communicative activities with language

**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 4 exams, 3 papers, Daily participation in Spanish. Workbook and lab manual for 6 chapters. Oral group presentation. Oral interview.

**Grade:** 30% mid-semester exam(s), 20% final exam, 15% written reports/papers, 10% in-class presentations, 10% class participation, 5% lab work, 10% Oral interview

**Exam format:** Diverse - essay - fill in blank - short answer

**Span 1004 Intermediate Spanish**

**(Sec 002-025); Credit will not be granted if credit has been received for: SPAN 1014, SPAN 1014, SPAN 1044, SPAN 1044, SPAN 1044, SPAN 1044; 5 cr; prereq 1003 or EPT placement; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is for those who have successfully passed Spanish 1003 with a C- or have passed the Entrance Proficiency Test (EPT) for this level. This course is a requirement for Spanish 3015. In this course, you will build on the communicative speaking, writing, listening and reading skills that you acquired during the first three semesters of Spanish. The

"Conexiones" series, text, lab manual and workbook, are used in class. Class activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class time is intended for grammar instruction and practice. Reading skills are developed through "Conexiones", and writing skills are developed through process writing, a multi-step writing process which entails composition writing, rewrites, journals, pop-quizzes, etc. You will also prepare and present a debate with other classmates. Because Spanish class is about the only place where you can practice listening and speaking, class attendance is critical. All students in a BA, BFA or BIS degree program in the CLA must take the Graduation Proficiency Test (GPT) as a requirement of the course, unless they have already passed the GPT in this or another language.

**Class time:** 10% lecture

**Work load:** 25/30 pages of reading per week, 10/15 pages of writing per semester, 3 exams, 1 composition; 2 mesa redonda

**Grade:** 50% quizzes, 10% class participation, 5% lab work, 0% 15% written composition; 10% round-table discussion; 10% debate

**Exam format:** Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items; Encourage the use of natural language by using short answers, short/long essays. 1 debate

### Span 1022 Alternate Second-Semester Spanish

(Sec 001-022); 5 cr; prereq Placement above 1001; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course is for the student who has studied two or more years of Spanish. The course provides a quick review of very beginning Spanish and at the end of this course students should be ready for Spanish 1003. Upon entering this course, the student should know basic vocabulary and be familiar with present and past tense forms. Spanish is spoken almost exclusively in class. Spanish 1022 focuses on the development of communicative skills: listening, speaking, reading and writing. One day a week students watch "Destinos", an educational television program in Spanish. The text, "?Sabias que..?" 3rd ed., is accompanied by a workbook and audio tapes that are designed to be studied outside class. The readings in the text have been taken from Spanish language newspapers and magazines. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Since the majority of class time is devoted to speaking and listening, class attendance is critical.

**Class time:** 5% lecture, 15% Closed Circuit TV, 10% Discussion, 10% Laboratory, 60% group work, reading and related activities

**Work load:** 15/25 pages of reading per week, 10/15 pages of writing per semester, 5 exams, 3 compositions; approximately 60-120 mins. study per day, 20 pages textbook and workbook exercises (5-10 hrs./wk)

**Grade:** 20% final exam, 10% class participation, 10% lab work, 60% 25% unit exams, 15% oral interview type evaluations, 10% written compositions and journals, 10% listening and workbook exercises

**Exam format:** All quizzes and tests evaluate listening, reading, vocabulary, grammar & writing. A minimum of multiple choice & true-false items; encourage the use of natural language by using short answers and essays. Two oral interviews.

### Span 1044 Intermediate Medical Spanish

(Sec 001); Credit will not be granted if credit has been received for: SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1004, SPAN 1014, SPAN 1014; 5 cr; prereq 1003 or equiv; meets DELM req of classroom

**Instructor:** Lopez, Maria Emilce !!Outstanding Service Award!!  
**Description:** Course designed to help health care professionals and/or students pursuing health care field communicate with patients who speak Spanish. Basic Medical vocabulary, questions and answers in common medical situations, vocabulary and phrases to conduct patient interviews and medical history, vocabulary and conversation to conduct physical exams; understanding the Latin American view of health and

health care. In terms of the grammatical aspects, the course covers same areas as Spanish 1004; therefore, students planning on taking Spanish 3015 will be prepared to do so. Besides in class activities, and for a better understanding of cultural aspects, students will perform individual work on WebCT and CD-ROM which concentrate on watching and listening, reading and writing about interviews of health care providers who work with Spanish speaking community, and interactions in the target language between doctors and patients. \* Evaluation standards: Students will be evaluated on class participation, discussion of course content, exploration of cultural component, therefore class attendance is critical. Evaluation of communicative speaking, writing, listening and reading is done through exams, composition writing and presentation.

**Application of Learning Technologies:** each week online discussion of questions based on readings. The discussion requires thought about how a theme is related to aspects of interaction with the Chicano/Latino population.

**Class time:** 10% lecture, 60% Discussion, 30% language lab, listening, writing testing for comprehension and vocabulary and peer editing

**Work load:** 10-15 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 1 papers, 2 reports for round table discussion, 1 presentation

**Grade:** 15% written reports/papers, 50% quizzes, 10% in-class presentations, 15% class participation, 10% round table discussion

**Exam format:** Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items; encourage use of natural language by using short answers, short /long reports

**Course URL:** <http://www.idl.umn.edu/Span0144/home.html>

### Span 1054 Spanish for Heritage Students

(Sec 001); 5 cr; prereq instr consent , LPE for diagnostic purposes; meets DELM req of classroom

**Instructor:** Eiffler, Maria L

**Description:** This course fulfills the CLA language requirement for Spanish speakers in the same way that Span 1003 or 1004 does for students lacking a heritage speaker background. It is designed to teach academic Spanish to people who have acquired their language skills through life experience, but have had limited formal Spanish instruction. This course will develop, strengthen and integrate all language skills, but it focuses on writing, grammar and spelling. Reading skills are developed through readings whose topics are related to the context of a Hispanic background in the US. Oral skills are practiced with in-class discussions. We will use many different techniques -- grammar review, video tape activities, paired work, small group work, class discussions, oral presentations, peer editing, and process writing-- to help the students practice their language skills while learning about the Hispanic experience in the United States.

**Class time:** 15% lecture, 50% Discussion, 20% Reading; 10% Listening; 5% Testing

**Work load:** 15 pages of reading per week, 15 pages of writing per semester, 3 exams, 3 papers

**Grade:** 15% final exam, 25% written reports/papers, 30% quizzes, 10% in-class presentations, 10% class participation, 10% Homework

**Exam format:** Essay, Short Answer

### Span 3015 Spanish Composition and Communication

(Sec 001-012); 4 cr; prereq [1004 or 1014 or 1044], LPE high pass; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Spanish 3015 is the first of the upper division sequence for Spanish majors and minors. To enroll in this class, a student must have successfully completed Spanish 1004 or Spanish 1014 or Spanish 1044 and a "High Pass" on the LPE is highly recommended. Students who have not taken Span 1004 (or equiv.) at the University of Minnesota must achieve a "high pass" on the LPE to enroll in Spanish 3015. This class is designed to further develop and strengthen the language skills acquired in the foundation courses. Rather than separating the

internal disciplines inherent in second language study, this course seeks to integrate in a meaningful and "real world" fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will generate a series of creative and original compositions and will read a variety of texts from both Spain and Latin America. The class will employ diverse learning techniques -- grammar review, audio tape exercises, paired work, small group work, all class discussions, oral presentations, peer editing, process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a major time commitment on the part of each student registered.

**Class time:** 25% lecture, 50% Discussion, 25% 15% peer editing, 10% preparing and presenting projects

**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 4 papers, 30% compositions, 20% examinations, 10% research paper, 10% oral presentation, 10% reader's journal, 20% compositional group work and class participation

**Grade:** 15% class participation, 0% 5% participation in peer editing groups, 30% compositions and portfolio, 20% examinations, 10% reader's journal, 10% round-table discussion, 10% final research paper

**Exam format:** Essays and short answers written in Spanish, together with grammar sections.

#### Span 3021 Advanced Communication Skills

(Sec 001-005); 4 cr; prereq 3015; credit will not be granted if credit received for: Tldo 3021; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Spanish 3021 is the second of the upper division sequence for majors or minors. Students who received an A or B in Spanish 3015 under the semester system and feel linguistically prepared, have the option to advance to the 31xx series in lieu of 3021; however, they may substitute it later for an elective course. While this class is designed to further develop and strengthen the language skills, it seeks to integrate in a meaningful and "real world" fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will write summaries of lectures given by native speakers, two papers and reader's journals. They will give an oral presentation and read a variety of texts. The class will employ diverse learning techniques -- grammar review, audio tape exercises, paired work, small group work, all-class discussions, peer editing, and process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a major time commitment on the part of each student registered.

**Class time:** 25% lecture, 50% Discussion, 25% 15% peer editing, 10% preparing and presenting projects

**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 6 papers, 30% compositions, 20% examinations, 10% research paper, 10% oral presentation, 10% reader's journal, 20% compositional group work and class participation

**Grade:** 20% mid-semester exam(s), 20% quizzes, 10% in-class presentations, 10% class participation, 0% 15% compositions and portfolio, 10% paper, 10% reader's journal, 25% final paper

**Exam format:** Essays and short answers written in Spanish, together with grammar sections.

#### Span 3044 Advanced Medical Spanish

(Sec 001); 4 cr; prereq [[1004 or 1014 or 1044 or equiv], LPE in Span] or instr consent ; meets DELM req of classroom

**Instructor:** Lopez, Maria Emilce !!Outstanding Service Award!!

**Description:** This course is designed to further develop and strengthen the linguistic skills and cultural awareness students have been exposed to and acquired in Intermediate Medical Spanish 1044 (Span1044). This higher language and culture level course, is designed to train health care professionals and/or Spanish Studies majors/ minors to communicate more effectively

in linguistic and cultural terms with Spanish speaking patients. Students will explore more advanced and specific medical vocabulary, communication strategies and related cultural aspects. The goal is targeted to: improve conducting patient interviews and medical history, using vocabulary and conversation to conduct physical exams; and to better understand Latin American views on health and health care. The course applies a variety of communicative tasks to address learning skills, uses technology, and promotes discussion. Students are to read course related articles and perform assignments on Web-CT about CD-ROM segments outside of class. Web-CT activities focus on vocabulary, listening, reading, writing, and discussion. CD-ROM features videotaped interviews of a significant number of health care providers who work with the Spanish speaking immigrant community and the unique opportunity to get perspectives on health related issues from Chicano/Latino immigrants in the Twin Cities. These exercises are intended to expose different captured views on health and health care, promote cultural awareness and cultural sensitivity.

**Work load:** 20 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% class participation, 15% compositions and portfolio, 5% participation in peer editing groups; 20% examinations; 10% web-CT activities and homework; 10% final research paper

**Exam format:** Essays and short answers written in Spanish, together with grammar sections. Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items.

**Course URL:** <http://www.idl.umn.edu/Span0144/home.html>

#### Span 3105W Introduction to the Study of Hispanic Cultures (Sec 001-005); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** La clase presenta un enfoque parcial del amplio panorama de la cultura y civilización hispanicas en Espana Latinoamerica y en los Estados Unidos. Vasto, pero limitado en su alcance, el curso se organiza cuidadosamente alrededor de un mosaico de segmentos interrelacionados que intentan explicar la compleja idiosincracia hispana. Motivo de discusion seran ciertos rasgos que tienden a formularse en las sociedades latinas: la religion y el fetichismo, la re-escritura de la historia, el discurso politico, el racismo y los grupos etnicos, la civilizacion y la barbarie, la revolucion y las nascentes democracias, la literatura, la musica, el teatro y el carnaval etc. El proposito original del curso es familiarizar al estudiante con el funcionamiento de los mecanismos sociales que hacen de la sociedad hispana un fenomeno peculiar y distinto. En razon a ello, las clases tendran dos componentes basicos. Por un lado, el profesor presentara al inicio de cada seccion y en algunas clases los conceptos y los temas que seran enfatizados en el analisis de textos especificos recurriendo a los fuentes de infomacion disponibles, e.g., bibliotecas, bibliografias, revistas especializadas etc. Se requiere que los alumnos: 1) atiendan las explicaciones y tomen notas de las mismas; 2) estudien los topicos formales e historicos que aparecen en los textos asignados; 3) observen sistemáticamente los videos presentados en clase; 4) formen grupos de discusion funcionales tanto dentro como fuera de clase.

**Grade:** 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 15% in-class presentations, 15% class participation

**Exam format:** take-home

#### Span 3107W Introduction to the Study of Hispanic Linguistics (Sec 004); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** Face, Timothy L

**Description:** This course is an undergraduate introduction to the study of Hispanic Linguistics. Our main purpose in the class will be to investigate the structure of Spanish, in order to discover the properties of language that linguists work with in order to model linguistic knowledge. We will also consider aspects of the

interaction between language and society in the Spanish-speaking world. Much of class time will be devoted to lectures, however students will be expected to contribute their linguistic intuitions and perspectives to class discussion, and in-class group activities will also be used in certain parts of the course.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 30 pages of reading per week, 10 pages of writing per semester, 1 papers

**Exam format:** Varied, but typically includes true/false, multiple choice, short answer questions, and essays

**Span 3107W Introduction to the Study of Hispanic Linguistics (Sec 003); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Ocampo, Francisco Antonio

**Description:** This course is an introduction to Linguistics conceived as a theoretical discipline, with special attention to Hispanic Linguistics. The course is divided into the following components: (1) the Spanish language from a communicative perspective, (2) synchronic linguistics, which encompasses: (2.1) phonetics, (2.2) phonology, (2.3) morphology, (2.4) syntax, (2.5) lexicon, (3) diachronic linguistics: history of the Spanish language, (4) discourse analysis, pragmatics, (5) language and social context. Through these components, students are introduced to the study of Hispanic Linguistics and its relation with other fields and disciplines. Teaching methods include lectures, discussions, group activities, and problem solving exercises. As this course has been designated writing intensive a paper will be assigned.

**Class time:** 60% lecture, 20% Discussion, 20% work group in class

**Work load:** 20 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

**Grade:** 30% mid-semester exam(s), 30% final exam, 20% written reports/papers, 5% problem solving, 15% group work in class

**Span 3107W Introduction to the Study of Hispanic Linguistics (Sec 001, 005); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is an introduction to Linguistics conceived as theoretical discipline, with special attention to Hispanic Linguistics. The course is divided into the following components: (1) The Spanish language from a communicative perspective, (2) synchronic linguistics, which encompasses: (2.1) phonetics, (2.2) phonology, (2.3) morphology, (2.4) syntax, (2.5) lexicon, (3) diachronic linguistics: history of the Spanish language, (4) discourse analysis, pragmatics, (5) language and social context, (6) language, culture and ideology. Through these components, students are introduced to the study of Hispanic Linguistics and its relationships with social, cultural and literary studies. Teaching methods include lectures, discussions, group activities, and problem solving exercises. As this course has been designated writing intensive written reports and papers will be assigned.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, 2 homework assignments

**Grade:** 30% mid-semester exam(s), 15% final exam, 20% written reports/papers, 15% in-class presentations, 10% problem solving, 10% group work

**Exam format:** fill in the blank, essay

**Span 3212 Discourses of Modern and Contemporary Spain, 1800-Present (Sec 001); 3 cr; prereq 3104; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Al margen de su calidad intrínseca probada, la poesía española posee una cohesión, una sujeción y engarzamiento tales que su continuidad, su tradicionalismo, es

uno de los rasgos que mejor la singulariza en el quehacer lírico ecuménico. Lo decisivo aquí es que lo nuevo y lo prestado de afuera se combina y funde con lo tradicional para convertirse en una hechura genuinamente española. De esta forma se explica el por qué el Cancionero y el Romancero anónimos de los siglos XII-XVI aun pervivan en Juan Ramón Jiménez y Federico García Lorca, poetas de nuestro siglo. Ocurre algo idéntico, salvando las distancias de las épocas, cuando el siglo y medio de la "Edad de Oro" (desde Jorge Manrique a Francisco Quevedo) encuentra eco cercano en los poetas de las generaciones de los años ochentas y noventas: con su agudeza de ser, su métrica y su carácter nacional hispano. Tampoco habremos de olvidar que la Vieja España--aferrada a ese tradicionalismo castizo que ha venido retrasando, desde el XVIII, el racionalismo afrancesado neoclásico, el Romanticismo del XIX (Bequer y Espronceda), el Modernismo americano de fin de siglo, etc.--se ha batido en los últimos dos siglos para mantener viva aquella "idiosincrasia española" obsesionada con el aislamiento y el exilio.

**Grade:** 20% final exam, 15% in-class presentations, 15% class participation, 0% Ensayo # 1/# 2, 15% @; Examen I, 20%

**Span 3401 Service Learning in the Chicano/Latino Community (Sec 001-003); 3 cr; prereq [3015 with grade of at least B-], LPE high pass; meets CLE req of Citizenship/Public Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** Ganley, Kathleen Marie !!Outstanding Service Award!!

**Description:** This is a service-learning course in which students relate academic topics with service they do in an organization that works with the Chicano/Latino population. Students work 45 hours in the community over the semester. They also meet once per week for a 2 1/2 hour seminar. The class is composed of discussions (such as intercultural communication, racism, white privilege, bilingual education and immigration), guest speakers, role plays, videos and visits to the community.

**Class time:** 85% Discussion, 15% Videos, role-plays, simulations.

**Work load:** 30-50 pages of reading per week, 13-26 pages of writing per semester, 1 papers

**Grade:** 50% written reports/papers, 20% class participation, 30% participation in the community, discussion leader

**Exam format:** no exams

**Span 3404 Medical Spanish and Community Health Service (Sec 001); 3 cr; prereq 3015 with grade of at least B- or [1044, high pass on at least three sections of LPE]; meets DELM req of classroom; meets DELM req of partially internet based**

**Instructor:** Lopez, Maria Emilce !!Outstanding Service Award!!

**Description:** Medical Spanish and Community Health Service, an advanced language and culture course, is designed to train Spanish Studies majors/ minors to create materials for effective communication with and education of Spanish-speaking patients. In addition, Span 3404 has a service-learning component in which students apply academic knowledge to work done with community health care partners that serve the Chicano/Latino population. It should be noted, however, that students in Span 3404 will but not be involved in direct patient health care.

**Class time:** 40% Discussion, 60% student centered culture and special purpose language activities.

**Work load:** 15-20 pages of reading per week, 20-30 pages of writing per semester, bi-weekly library research for creation of 1 brochure; 20-30 pages of writing per semester; CD-ROM, Web-CT Vista assignments; 3 hours of weekly Service Learning work done with community coordinators.

**Grade:** 50% Written reports and journals, online writing activities based on CD-ROM interviews, and development of brochure; 20% class participation and other class assignments such as discussion of readings and unit vocabulary quizzes, 30% Service Learning

**Course URL:** <http://www.myu.umn.edu>

**Span 3612 The MAN OF LA MANCHA and Quixotic Discourse**

**(Sec 001); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom**

**Instructor:** Spadaccini, Nicholas

**Description:** Cervantes's Don Quijote (1605; 1615) will be analyzed and discussed in light of literary, historical, philosophical, and social-cultural issues. Specific areas of discussion include Don Quijote and the poetics of the novel; its transgression of the limits of traditional prose-fiction genres (chivalric, pastoral, picaresque, etc.); its dialogue with the conservative culture of Counterreformation Spain; and present-day debates between critics who adhere to traditional humanist and/or historicist readings and those whose work is informed by avant-garde, post-structuralist theory. Our general approach should also facilitate a discussion of the function of other types of discourses within the novel's frame. For example, one might argue that the purging of Don Quijote's library (I, 6) recalls the ritual discourse of the Inquisition; that Sancho's use of proverbs captures the weight of oral culture at a time when the majority of the population could neither read nor write; that the reactions of various characters to the oral reading of romances of chivalry allow us to speculate on matters of authority and authorial intentions as each listener brings to the reception his/her own preoccupations and tastes. We shall also examine the strategy behind the novel's inclusion of elements of both official and unofficial culture, and consider how Don Quijote manages to engage in popular practices.

**Class time:** 60% lecture, 30% Discussion, 10% (Oral presentation? personal reflection on DON QUIJOTE)

**Work load:** 70-90 pages of reading per week, 7-8 pages of writing per semester, 2 exams, 1 papers. All lectures and discussions are conducted in English, and all written essays, papers and examinations will be submitted in English unless the course is taken for major credit. In the latter case exams must be written in Spanish.

**Grade:** 30% mid-semester exam(s), 40% final exam, 10% written reports/papers, 10% in-class presentations, 10% class participation

**Exam format:** Essays (analysis/discussion of key issues introduced in the course); Note: final exam is a take-home exam consisting of three questions to be distributed three weeks prior to the end of the semester.

#### **Span 3653 Contemporary Latino and Latin American Drama Written in English**

**(Sec 001); 3 cr; prereq 1001 or equiv; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** Ramos-Garcia, Luis A

**Description:** A wide variety of Latino groups have used the stage to explore identity issues in a public forum and have developed non-traditional approaches which have altered the nature, quality and substance of recent theater in the United States. Off-Broadway, regional troupes, and groups such as the "Teatro Campesino", "Gala Theater" (Latin American exiles in the U.S.), "Ollantay" (Cuban-American marginal theater), "Avante", "Su Teatro" (Mexican-American), and the "Puerto Rican Traveling Theater" (Nuyorican), have attempted to break the hegemony of the mainstream theater by addressing the audience's desire to see their problems enacted in understandable and creative terms. The course will be of special interest for those students in search of a better understanding of the construction and de-construction of Hispanic cultural and theatrical discourses within and outside of the U.S. Thus we will also explore how the size, ethnic and racial composition, and distribution of U. S. Hispanic groups have shaped the dynamics of its theatrical communities, for example, the degrees of cultural assimilation to the English mainstream canon. Students will be encouraged to reflect, to listen to one another, to develop new learning strategies, and to formulate and try out some new ways of thinking about the content of the course being offered.

**Grade:** 10% in-class presentations, 15% class participation, 0% 3 take-home exams, 25% each; Honor students; same as, plus students must write an additional paper in consultation with the instructor.

#### **Span 3702 Structure of Spanish: Morphology and Syntax**

**(Sec 001); Credit will not be granted if credit has been received for: SPAN 3802, SPAN 3702H, SPAN 3702H; 3 cr; prereq 3107; meets DELM req of classroom**

**Instructor:** Ocampo, Francisco Antonio

**Description:** This course is an introduction to the morphology and syntax of Spanish. The goal of the course is to improve the comprehension of written Spanish by developing the ability to analyze words and sentences. Consequently, much of the course work will be devoted to practice syntactic analysis of sentences taken from literary texts. Students will develop the ability to identify the different morphological and syntactic components of Spanish. They will also be able to manipulate morphosyntactic notions such as morpheme, noun, adjective, prepositional phrase, sentence, subject, direct object, adverbial clause.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 10 pages of reading per week, 2 exams, weekly assignments

**Grade:** 30% mid-semester exam(s), 30% final exam, 40% problem solving

**Exam format:** Essay, and syntactic analysis

#### **Span 3704 Sociolinguistics of the Spanish-Speaking World**

**(Sec 001); Credit will not be granted if credit has been received for: SPAN 3804, SPAN 3704H, SPAN 3704H; 3 cr; prereq 3107; meets DELM req of classroom**

**Instructor:** Klee, Carol Anne

**Description:** This course will introduce undergraduates to major concepts in the field of sociolinguistics through the study of the Spanish language in its various contexts. We will examine issues such as the interaction of language with social, political, and cultural phenomena and reflect on how language changes within a given society. Course readings, lectures, and class discussions will be in Spanish.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 75 pages of reading per week, 10 pages of writing per semester, 2 exams

**Grade:** 30% mid-semester exam(s), 40% final exam, 10% written reports/papers, 5% in-class presentations, 5% class participation, 10% problem solving

**Exam format:** essay

#### **Span 3706 Spanish Applied Linguistics**

**(Sec 001); 3 cr; prereq 3107; meets DELM req of classroom**

**Instructor:** Klee, Carol Anne

**Description:** The objectives of this course are to introduce students to fundamental concepts in the field of applied linguistics and their application to the acquisition and teaching of Spanish as a second language. We will focus on aspects of Spanish second language acquisition that are particularly difficult for English speakers, examining empirical studies on the acquisition of the pronominal system, ser and estar, preterite and imperfect, subjunctive, and speech acts. This course will be of special interest to Spanish majors who intend to become Spanish language teachers. The course will use Web CT Vista B.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 20-40 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

**Grade:** 20% final exam, 20% written reports/papers, 40% quizzes, 5% class participation, 15% problem solving

**Exam format:** essay, problem solving

#### **Span 3707 Linguistic Accuracy Through Translation**

**(Sec 001); 3 cr; A-F only; prereq 3104 or 3105 or 3107; meets DELM req of classroom**

**Instructor:** Face, Timothy L

**Description:** A variety of texts in Spanish will be examined in terms of style/audience/lexicon (popular press, business, academic, etc.) as a framework for training undergraduate students to communicate with accuracy in a variety of contexts. Students will learn/review the lexical and grammatical choices at their disposal and will also learn to apply these in producing an acceptable translation of a text. Translations will be both from

Spanish into English and English into Spanish, as each of these forces students to make use of different aspects of their knowledge of the Spanish language.

### Span 3950 Figures in Spanish American Literature

**(Sec 001); Credit will not be granted if credit has been received for: SPAN 3350, SPAN 3950H, SPAN 3950H; 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq 3104; meets DELM req of classroom**

**Instructor:** Jara, Rene

**Description:** "THE PRACTICE OF HISTORIOGRAPHICAL META-FICTION IN SPANISH AMERICA" - Works by A. Roa-Bastos, J.J. Saer, C. Fuentes, A. Posse, and films by G. Retes, C. Saura, M.L. Bemberg will be discussed focusing on the figures of Yalinche, Guadalupe, Colombus, Lopez de Aguirre, and Sor Juana. Audience for this course: Spanish Majors

**Class time:** 30% lecture, 20% Closed Circuit TV, 25% Discussion, 25% Group work

**Work load:** 60+ pages of reading per week, 20+ pages of writing per semester, 1 exams, 3 papers

**Grade:** 30% final exam, 30% written reports/papers, 25% in-class presentations, 15% class participation

**Exam format:** Essay

### Span 3972V Honors: Graduation Seminar

**(Sec 001); Credit will not be granted if credit has been received for: SPAN 3972, SPAN 3972W, SPAN 3972W, SPAN 3972W; 3 cr; A-F only; prereq credit will not be granted if credit received for: 3972W, 3974; 31 cr of 3xxx, honors, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** O'Connell, Joanna

**Description:** In this class you will complete your senior project, a 20-25 page RESEARCH paper in either Spanish or Portuguese. We will meet as a group at various times during the semester to work together on the stages of the project: selecting and refining a topic; research and compiling a bibliography; outlines; drafts and revisions; the final version. There will be some weeks when we do not meet as a class, but you will have private appointments with the instructor. While each person will design an individual project, you will also work together in small groups during our class meetings for feedback on each stage of the process. The role of the instructor in the class is to guide you through the process of research and writing and to evaluate the final version. You are strongly encouraged to seek intellectual guidance on your topic from any member of the faculty of this department (or elsewhere if appropriate). Seeking assistance in spelling, grammar, and editing of the final versions will be your responsibility. Please bring a written statement of your topic or question with some very preliminary ideas about what you will need to do in order to complete the project to the first day of class. Appropriate topics are those that both interest you and for which you have the necessary background and preparation. Please consult me or other faculty about your topic BEFORE the class begins.

**Class time:**

**Work load:** 25-30 pages of writing per semester, The number of pages of reading will depend on the student's topic and research. There is no assigned reading for the course beyond the MLA Handbook which provides guidelines for writing and formatting.

**Grade:** 60% written reports/papers, 40% class participation, 0% Participation includes drafting thesis statement, bibliography, outline, etc for in-class workshops.

**Exam format:** no exam

### Span 3972V Honors: Graduation Seminar

**(Sec 002); Credit will not be granted if credit has been received for: SPAN 3972, SPAN 3972W, SPAN 3972W, SPAN 3972W; 3 cr; A-F only; prereq credit will not be granted if credit received for: 3972W, 3974; 31 cr of 3xxx, honors, dept consent; meets CLE req of Writing Intensive; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** Ramos-Garcia, Luis A

**Description:** Como culminacion de sus estudios especializados

en espanol y portugues, cada estudiante inscrito llevara a cabo un proyecto de trabajo que entregara en forma de un ensayo escrito (a maquina o computadora) en castellano, de 20 a 25 paginas de extension: la extension para los trabajos de Honors sera determinado por el enstructor dependiendo de cada caso. Las primeras do semanas de clase seran dedicadas a discutir los criterios de seleccion, a escoger un tema definitivo de investigacion y a informarse sobre la mecanica de la clase y las expectativas del seminario. Los textos y hojas sueltas (entregadas periodicamente por el profesor) serviran de referencia y consulta en los diversos pasos o instancias de la seleccion, investigacion, organizacion y articulacion del tema escogido. Los objetivos del curso se centran en poder: (1) hacer un verdadero trabajo de investigacion: en la biblioteca

**Class time:** 10% lecture, 15% Discussion, 75% Individual appointments

**Work load:** 80-100 pages of reading per week, 25 pages of writing per semester, 1 papers

**Grade:** 70% special projects, 15% in-class presentations, 15% class participation

### Span 3972W Graduation Seminar

**(Sec 001); Credit will not be granted if credit has been received for: SPAN 3974, SPAN 3972V, SPAN 3972V; 3 cr; A-F only; prereq =: 3972V, 3974; 31 cr of 3xxx, instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** O'Connell, Joanna

**Description:** In this class you will complete your senior project, a 20-25 page RESEARCH paper in either Spanish or Portuguese. We will meet as a group at various times during the semester to work together on the stages of the project: selecting and refining a topic; research and compiling a bibliography; outlines; drafts and revisions; the final version. There will be some weeks when we do not meet as a class, but you will have private appointments with the instructor. While each person will design an individual project, you will also work together in small groups during our class meetings for feedback on each stage of the process. The role of the instructor in the class is to guide you through the process of research and writing and to evaluate the final version. You are strongly encouraged to seek intellectual guidance on your topic from any member of the faculty of this department (or elsewhere if appropriate). Seeking assistance in spelling, grammar, and editing of the final versions will be your responsibility. Please bring a written statement of your topic or question with some very preliminary ideas about what you will need to do in order to complete the project to the first day of class. Appropriate topics are those that both interest you and for which you have the necessary background and preparation. Please consult me or other faculty about your topic BEFORE the class begins.

**Class time:**

**Work load:** 25-30 pages of writing per semester, The number of pages of reading will depend on the student's topic and research. There is no assigned reading for the course beyond the MLA Handbook which provides guidelines for writing and formatting.

**Grade:** 60% written reports/papers, 40% class participation, 0% Participation includes drafting thesis statement, bibliography, outline, etc for in-class workshops.

**Exam format:** no exam

### Span 3972W Graduation Seminar

**(Sec 002); Credit will not be granted if credit has been received for: SPAN 3974, SPAN 3972V, SPAN 3972V; 3 cr; A-F only; prereq =: 3972V, 3974; 31 cr of 3xxx, instr consent ; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** Ramos-Garcia, Luis A

**Description:** Como culminacion de sus estudios especializados en espanol y portugues, cada estudiante inscrito llevara a cabo un proyecto de trabajo que entregara en forma de un ensayo escrito (a maquina o computadora) en castellano, de 20 a 25 paginas de extension: la extension para los trabajos de Honors sera determinado por el enstructor dependiendo de cada caso. Las primeras do semanas de clase seran dedicadas a discutir

los criterios de seleccion, a escoger un tema definitivo de investigacion y a informarse sobre la mecanica de la clase y las expectativas del seminario. los textos y hojas sueltas (entregadas periodicamente por el profesor) serviran de referencia y consulta en los diversos pasos o instancias de la seleccion, investigacion, organizacion y articulacion del tema escogido. Los objetivos del curso se centran en poder: (1) hacer un verdadero trabajo de investigacion: en la biblioteca /comunidad/ extranjero/institutos especializados, (2) distinguir las sutiles interpretaciones que las literaturas y culturas hispanas y aborigenes hacen de sus propios valores y realidades sociales, (3) comprender estetica y analiticamente algunas obras maestras / individuales del mundo hispano, y (4) escribir un ensayo articulado e informado, siguiendo los aspectos formales que regulan la preparacion y acabado de proyectos academicos.  
**Class time:** 10% lecture, 15% Discussion, 75% Individual appointments  
**Work load:** 80-100 pages of reading per week, 25 pages of writing per semester, 1 papers  
**Grade:** 70% special projects, 15% in-class presentations, 15% class participation

**Span 5532 Literature and National Disintegration (Sec 001); 3 cr; meets DELM req of classroom**

**Instructor:** Jara, Rene

**Description:** This course will scrutinize the basic narrative lineaments and the historical context of the literature written since the mid-seventies in Spanish America. Thus, attention will be given to the impact of authoritarian regimes, to the omnipresence of modes of popular and massive culture, to the influence of issues regarding multi-culturalism, subalternity, globalization, to the disavowal of fantasies of identity and national integration exhibited in the confident writing of the 1960s and 1970s, and the role of the so-called postmodern condition in the shaping of recent literature. The authors integrating the focus of the course will be: Abel Posse (Argentina), Luis Rafael Sanchez (Puerto Rico), Napoleon Bacino Ponce de Leon (Uruguay), Carmen Boullosa (Mexico), Diamela Eltit (Chile). A package containing a selection of theoretical and historiographical criticism will be prepared by the instructor. The books required will be available at Williamson Book Center.

**Work load:** 180 pages of reading per week, 40 pages of writing per semester, 2 papers

**Grade:** 50% written reports/papers, 25% in-class presentations, 25% class participation

**Span 5701 History of Ibero-Romance**

**(Sec 001); 3 cr; prereq 3703, two other 3xxx or 5xxx Spanish linguistics courses or instr consent; meets DELM req of classroom**

**Instructor:** Ocampo, Francisco Antonio

**Description:** A study of the origins and development of the Ibero-Romance languages with emphasis on the evolution of Spanish, compared and contrasted with the other languages of the Iberian Peninsula. The general problem of linguistic change will be examined. Phonetic/phonological, and morphological issues will be studied in four stages: (1) Latin, (2) late Latin, (3) medieval Spanish, and (4) modern Spanish. Students taking this course must be familiar with articulatory phonetics terminology. For those students that do not meet this condition, the following reading is strongly recommended prior to taking the course: Antonio Quilis & Joseph Fernandez, "Curso de fonetica y fonologia espanolas", Madrid: Consejo Superior de Investigaciones Cientificas, 1990, (ch 1,2,3,5,6,7,8,9,10,11,12). Elementary knowledge of classical Latin, although not required, will be highly beneficial. The target audience is graduate students. Required text: Paul M. Lloyd, "Del Latin al Espanol, Fonologia y morfologia historicas de la lengua espanola", Madrid: Gredos.

**Class time:** 70% lecture, 30% Discussion

**Work load:** 30 pages of reading per week, 2 exams, 10 weekly homeworks

**Grade:** 30% mid-semester exam(s), 30% final exam, 40% problem solving

**Exam format:** essay

**Span 5970 Directed Readings**

**(Sec 001-010); 1-4 cr; max crs 9, 9 repeats allowed; prereq MA or PhD candidate, instr consent, dept consent, college consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:**

## Speech-Language-Hearing Sciences

**SLHS 1301W The Physics and Biology of Spoken Language (Sec 001); 4 cr; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Introduction to the physics and biology of spoken language; the talker's production of sounds and words; transmission of sound; the listener's perception of what was heard; and computer analysis and synthesis of speech. Lectures will be supported by computer animations that show, in slow motion, rapidly changing dynamic events in acoustics, by on-line computer analysis of speech, and by laboratory sessions. Objectives: 1) Provide students who have a limited physics and biology background with an introduction to the physics and biology of spoken language, a field that is not only interesting, but of considerable social importance because of the dominant role that speech, language, and hearing play in society; and 2) Introduce students to recent technological advances associated with spoken language such as digital signal processing systems and speech recognition techniques. The trek through history will begin with Kratzenstein, who designed the first speech synthesizer in 1179, and end with an examination of the ways in which current research from disciplines such as physics, biology, psychology, linguistics, speech and hearing science, and so forth contributes to our understanding of the physics and biology of spoken language.

**Class time:** 60% lecture, 40% Discussion

**Work load:** 15 pages of reading per week, 30 pages of writing per semester, Papers are typically 3-5 pages each

**Grade:** 50% mid-semester exam(s), 25% final exam, 25% lab work

**Exam format:** multiple choice

**SLHS 1302 Rate Your World: Quantifying Judgments of Human Behavior**

**(Sec 001); 3 cr; meets CLE req of Mathematical Thinking**

**Core; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course will allow students with little mathematics background to learn basic quantitative methods as they apply to measuring human behavior. Introductory mathematical principles will be applied to measuring behaviors such as: rating personality and attention, evaluating infant speech perception, studying opinion polls, measuring voice and sound, and quantifying speech recognition through cochlear implants. Material will be presented using a mixture of lecture and hands-on activities in class. Mid-term and final examinations will focus on lecture material. In-class activities will be analyzed and written into short reports.

**Class time:** 40% lecture, 30% Discussion, 30% Laboratory

**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 5 mini reports

**Grade:** 25% mid-semester exam(s), 25% final exam, 50% written reports/papers

**SLHS 1401 Communication Differences and Disorders**

**(Sec 001); Credit will not be granted if credit has been received for: CDIS 3401, CDIS 3401, CDIS 3401, CDIS 3401, CDIS 3401, SLHS 3401, SLHS 3401, SLHS 3401; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of**

**Social Science Core; meets DELM req of classroom****Instructor:** Kohnert, Kathryn !!Arthur Motley Exemplary Tch Aw!!

**Description:** Human communication is a complex interpersonal process that involves speech, language, and hearing. Speech, language, and hearing rely on basic neurological, cognitive, sensory, anatomical, and physiological systems which come together and develop within a social environment. Functional communication skills are essential to successful participation in all aspects of society, and any breakdown in speech, language, or hearing ability will affect day-to-day living substantially. Communication disorders may negatively affect individuals' interpersonal interactions in their home, school, work, or community settings. In order to determine if a communication disorder exists, we need to have a clear understanding of what constitutes "normal" communication. The parameters of normal or acceptable speech, language, and hearing behavior may vary with age, gender, language or dialectal background, and culture. Similarly, the occurrence of different types of communication disorders and how best to identify and treat them may vary as a function of age, gender, culture, language, and life experiences. This course will survey a range of communication disorders affecting children and adults, and will explore the origin, assessment, and treatment of these disorders within the context of normal human variation. Reference to the professional fields of speech-language pathology and audiology will be given throughout the semester.

**Class time:** 80% lecture, 20% Discussion**Work load:** 30 pages of reading per week, 2 exams, 2 quizzes; in class activities**Grade:** 25% mid-semester exam(s), 25% final exam, 25% quizzes, 25% class participation**Exam format:** T/F AND Multiple Choice AND Short answer essays**SLHS 3306 Hearing Science****(Sec 001); 3 cr; prereq [3301, 3302] or [CDis 3301, CDIs 3302] or instr consent; meets DELM req of classroom****Instructor:** Schlauch, Robert S

**Description:** This course is an introduction to a description of how we hear. The first half of the course is devoted to physiological acoustics. The second half is devoted to perception. A major goal of the course is to demonstrate the link between the function of structures in the auditory system and how we hear. When possible, examples applicable to speech-language pathology and audiology will be cited, including a discussion of cochlear implants (a former Miss America recently received one). In class acoustic demonstrations will reinforce concepts presented during the lectures.

**Class time:** 90% lecture, 10% problem solving in small groups**Work load:** 15-20 pages of reading per week, 4 exams**Grade:** 50% mid-semester exam(s), 25% final exam, 25% quizzes**Exam format:** Potpourri: multiple choice, short answer, definitions, short essay, draw a figure**SLHS 3401 Communication Differences and Disorders**

**(Sec 001); Credit will not be granted if credit has been received for: CDIS 1401, CDIS 1401, CDIS 1401, CDIS 1401, CDIS 1401, SLHS 1401, SLHS 1401, SLHS 1401, SLHS 1401; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

**Instructor:** Kohnert, Kathryn !!Arthur Motley Exemplary Tch Aw!!

**Description:** Human communication is a complex interpersonal process that involves speech, language, and hearing. Speech, language, and hearing rely on basic neurological, cognitive, sensory, anatomical, and physiological systems which come together and develop within a social environment. Functional communication skills are essential to successful participation in all aspects of society, and any breakdown in speech, language, or hearing ability will affect day-to-day living substantially. Communication disorders may negatively affect individuals' interpersonal interactions in their home, school, work, or community settings. In order to determine if a communication disorder exists, we need to have a clear understanding of what constitutes "normal" communication. The parameters of normal

or acceptable speech, language, and hearing behavior may vary with age, gender, language or dialectal background, and culture. Similarly, the occurrence of different types of communication disorders and how best to identify and treat them may vary as a function of age, gender, culture, language, and life experiences. This course will survey a range of communication disorders affecting children and adults, and will explore the origin, assessment, and treatment of these disorders within the context of normal human variation. Reference to the professional fields of speech-language pathology and audiology will be given throughout the semester.

**Class time:** 80% lecture, 20% Discussion**Work load:** 35 pages of reading per week, 2 exams, 1 papers, 2 quizzes; in class activities**Grade:** 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% quizzes, 20% class participation**Exam format:** T/F AND Multiple Choice AND Short answer essay**SLHS 4801 Hearing Measurement and Disorders****(Sec 001); 3 cr; prereq [3301, 3302] or [CDis 3301, CDIs 3302] or instr consent; meets DELM req of classroom****Instructor:** STAFF

**Description:** This course will provide a basic orientation to audiologic assessment and disorders of the auditory system. The course is geared towards undergraduate students majoring in Speech-Language-Hearing Sciences. The anatomy of the ear and the scope of practice in audiology will be reviewed. Emphasis will be placed on the tests used to assess hearing, including pure-tone audiometry and masking, speech audiometry, immittance, electrophysiological tests, pure-tone screening, and pediatric assessment. Various disorders of the outer, middle, and inner ear will be described. Case management for clients with hearing loss will also be discussed. Students will obtain hands-on experience with otoscopic examination, pure tone audiometry, tympanometry, and hearing screening.

**Class time:** 80% lecture, 10% Discussion, 10% in-class activities**Work load:** 30 pages of reading per week, 3 exams, weekly quizzes and 4 laboratory assignments**Grade:** 50% mid-semester exam(s), 30% final exam, 10% quizzes, 10% lab work**Exam format:** Multiple choice, completion, and short answer questions**SLHS 5603 Language and Cognitive Disorders in Children****(Sec 001); 3 cr; prereq 3303 or CDIs 3303 or equiv or grad student or instr consent; meets DELM req of classroom****Instructor:** Windsor, Jennifer

**Description:** This course focuses on assessment and intervention for children with language impairments, including issues relevant to prelinguistic communication as well as language in the preschool years through adolescence. Several populations at risk for language impairments will be discussed (e.g., children with learning disabilities, developmental disabilities, and autism). The course has both theoretical and practical aspects, and includes a laboratory component.

**Class time:** 50% lecture, 25% Discussion, 25% Laboratory**Work load:** 30 pages of reading per week, 20 pages of writing per semester, 3 exams, Lab assignments**Grade:** 40% mid-semester exam(s), 30% final exam, 20% special projects, 10% lab work**Exam format:** Multiple choice, short answer, and essay**SLHS 5993 Directed Study****(Sec 001-013); 1-12 cr; max crs 18, 18 repeats allowed; prereq instr consent; meets DELM req of classroom****Instructor:** STAFF**Description:** Directed readings and preparation of reports on selected topics.**Class time:** 100% individual meetings with students**Work load:** varies with topic and credits**Grade:** 0% varies with topic and credits

## Sport Studies

220 Cooke Hall: 612/625-5300

### SpSt 1701 Introduction to Sport Studies

(Sec 001, 002); 2 cr; A-F only; meets DELM req of classroom

Instructor: Eaton, Lois M

**Description:** This course is designed as an introductory course for students who have been admitted into the Sport Studies program or those who are considering a major in the field. It is the assumption of the instructors that students have a strong interest in athletics and sport and that your career aspirations are driven by this industry. The primary emphasis is to introduce students to the broad range of issues and challenges pertaining to sport while also providing a foundation to those interested in pursuing a career in any given area of sport. In order to accomplish this, students will be expected to keep up with current events and news in the sport industry, complete all assigned text readings and come to class prepared to discuss the current topic. Also, guest speakers (industry professionals) will be invited into class to provide their personal perspective of the industry and more specifically their individual stories.

**Class time:** 50% lecture, 25% Discussion, 25%

**Work load:** 25-50 pages of reading per week, 15 pages of writing per semester, 2 exams, 7 papers, 10 hours Sport Volunteer Experience

**Grade:** 22% mid-semester exam(s), 22% final exam, 45% written reports/papers, 5% class participation

**Exam format:** True False, multiple choice and essay

### SpSt 3421 Business of Sport

(Sec 001); 2 cr; A-F only; prereq SpSt or Kin or Rec major or instr consent; meets DELM req of classroom

Instructor: Lee, Seungbum

**Description:** In recent years, traditional sources of revenue, such as tax support and gate receipts, have declined while costs have escalated. Increased demand for state-of-art facilities, coupled with an increase in player and operational costs, have forced sport managers to do more with less. This course is designed to provide students with an introduction to financial analysis including discussion of traditional and innovative revenue producing strategies available to sport organizations. Along with more conventional income sources such as tax support, municipal and corporate bonds, ticket sales, concessions and fund raising, students will receive in-depth exposure to more recent innovations.

**Class time:** 40% lecture, 30% Discussion, 30% Presentations, Guest speakers

**Work load:** 30 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers

**Grade:** 25% mid-semester exam(s), 20% final exam, 15% written reports/papers, 25% in-class presentations, 15% class participation

**Exam format:** Multiple choice, short essay, etc

### SpSt 3601 Ethics and Values in Sport

(Sec 001); 2 cr; A-F only; prereq SpSt major only; 3611 recommended; meets DELM req of classroom

Instructor: Campisi, Charles John

**Description:** This course is designed to introduce the fundamentals of ethics, morality and ethical decision-making as they apply to the sport industry. Through the process of critical reading, thinking, writing and discussion the students will learn the basics of ethical theories, personal and professional ethics and social responsibility and how they apply to the business of sport. The goal is to provide the future sports professionals a background in ethical theory and practice to increase their ability to successfully and ethically solve problems and make decisions.

**Class time:** 50% lecture, 50% Discussion

**Work load:** 30 pages of reading per week, 40 pages of writing per semester, 2 exams

**Grade:** 25% mid-semester exam(s), 30% final exam, 25% written reports/papers, 20% class participation

**Exam format:** Essay/Short Answer

### SpSt 3996 Practicum: The Sport Experience

(Sec 001); 1-10 cr; max crs 10, 10 repeats allowed; S-N only; prereq 3881, SpSt major, instr consent; meets DELM req of classroom

Instructor: Buysse, Jo Ann

**Description:** This is an experiential learning course where students learn and work in a professional organization outside of the classroom. This course is designed for Sport Studies majors only. It is their final core course. It is similar to an internship, with the exception that practicum credits may be divided between two semesters and also between two sites.

**Class time:** 100% field experience

**Grade:** 20% written reports/papers, 80% supervisor evaluation and student eval of work

## Statistics

313 Ford Hall: 612/625-8046

### Stat 1001 Introduction to the Ideas of Statistics

(Sec 001, 004, 007); 4 cr; prereq High school algebra; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

**Description:** Introduction to the Ideas of Statistics is a course that teaches the basic ideas of statistics without getting bogged down in equations, Greek letters, and complicated calculations. Conceptual issues, which make the difference between valid and bogus uses of statistics, are faced squarely and not "dumbed down" but the mathematics is kept simple and explained in plain English, graphs, and diagrams. Topics covered are design of experiments (what makes a valid scientific experiment), descriptive statistics (histograms, the bell-shaped curve, and all that), regression and correlation, probability and the law of averages, chance variability of statistical estimates, the accuracy of polls and sample surveys, and the use of data as evidence in testing and plausibility of claims made about populations.

**Class time:** 75% lecture, 25% Laboratory

**Work load:** 10 pages of reading per week, 3 exams

**Grade:** 40% mid-semester exam(s), 40% final exam, 20% problem solving

**Exam format:** essay, problem solving and multiple choice

### Stat 3011 Introduction to Statistical Analysis

(Sec 001, 004, 009, 014, 018); Credit will not be granted if credit has been received for: STAT 5021, STAT 5021, STAT 5021, ANSC 2211, ANSC 2211, ANSC 2211; 4 cr; prereq Two yrs high school math; meets CLE req of Mathematical Thinking Core; meets DELM req of classroom

Instructor: STAFF

**Description:** This course provides an introduction to basic methods of statistics, including descriptive statistics, elementary probability ideas and random variables, distributions of sample averages. One and two sample t-procedures, simple linear regression, basic ANOVA. The target audience is undergraduates from all majors. Stat 3011 and Stat 3021 are both entry courses into the statistics curriculum for undergraduates.

**Exam format:** problem solving

**Course URL:** <http://www.stat.umn.edu/classes/>

### Stat 3021 Introduction to Probability and Statistics

(Sec 002); 3 cr; prereq Math 1272; meets DELM req of classroom

Instructor: Chatterjee, Singdhansu Bhusan

**Description:** This course will start with an introduction of probability, including meanings of probability, axioms of probability, symmetry probability and the use of counting methods for solving probability problems, conditional probability, Baye's theorem, independence, random variables and

distributions, expected values, the binomial, Poisson, normal and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to the theory of statistical inference, including estimation, confidence intervals, and hypothesis tests.

**Stat 3021 Introduction to Probability and Statistics**  
(Sec 001, 003-004); 3 cr; prereq Math 1272; meets DELM req of classroom

**Instructor:** STAFF

**Description:** This course will start with an introduction of probability, including interpretations of probability, axioms of probability, and the use of counting methods for solving probability problems, conditional probability, Bayes theorem, independence, random variables and distributions, expected values, the binomial, Poisson, normal and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to the theory of statistical inference, including estimation, confidence intervals, and hypothesis tests.

**Class time:** 100% lecture

**Work load:** 10 pages of reading per week

**Grade:** 45% mid-semester exam(s), 45% final exam, 10% problem solving

**Exam format:** Problem solving

**Stat 3022 Data Analysis**  
(Sec 001, 004, 007); 4 cr; prereq 3011 or 3021; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Further topics in regression and ANOVA; non-parametric methods; model selection and verification; writing statistical reports; use of statistical software; additional selected topics.

**Stat 4893W Senior Paper**  
(Sec 001); 1 cr; prereq Stat major; meets CLE req of Writing Intensive; meets DELM req of classroom

**Instructor:** STAFF

**Description:** STAT 4893W is a requirement for a BA in Statistics in CLA. It also fulfills the University requirement of a Writing Intensive course in the major. It can be satisfied in several ways including but not limited to directed study culminating in a paper on a specialized area of Statistics (most common choice), carrying out a "case study" involving data collection and analysis and a report, and writing and documenting a computer program to implement a nontrivial statistical technique. Students should enroll in any semester of their Senior year. If work is unfinished at semester end (as frequently happens), an incomplete (I) is usually granted. The topic of the paper should be chosen in consultation with a Statistics faculty supervisor. Frequently this faculty member will be the student's instructor in STAT 5xxx, and the paper will build from the course. See <http://www.stat.umn.edu/ugrad/stat4893.html> for more information.

**Work load:** 10-20 pages of writing per semester, 1 papers

**Grade:** 100% written reports/papers

**Course URL:** <http://www.stat.umn.edu/ugrad/stat4893.html>

**Stat 5021 Statistical Analysis**  
(Sec 001, 007); Credit will not be granted if credit has been received for: STAT 3011, STAT 3011, ANSC 2211, ANSC 2211, ANSC 2211; 4 cr; prereq credit will not be granted if credit received for: 3011; College algebra or instr consent; Stat course recommended; meets DELM req of classroom

**Instructor:** STAFF

**Description:** The primary audience for this course is graduate students in non-statistics- major programs who need statistical competence. Typical needs would be the analysis of data using common statistical methods, the design of single-factor experiments and the ability to read journal articles and assess their statistical content critically. After completion of the course, students are able to carry out one-and-two sample tests, set up confidence intervals for means, proportions and differences in

means and proportions. They can fit single-predictor regressions and one-way analysis of variance, along with checks of the model assumptions underlying these methods. The course includes a brief non-calculus introduction to probability theory and statistical distributions.

**Class time:** 50% lecture, 25% Discussion, 25% Laboratory

**Stat 5201 Sampling Methodology in Finite Populations**  
(Sec 001); 3 cr; prereq 3011 or 3021 or 5021 or instr consent; meets DELM req of classroom

**Instructor:** Martin, Frank B

**Description:** This course is intended for undergraduate stat majors and graduate students in any field who have an interest in gathering data, sampling their objects of interest, human, animal, enterprises or plots of ground, etc. Techniques for drawing samples are the major focus. Appropriate estimation is described for the sampling technique employed. The efficiencies of various sampling plans are examined and techniques for compensating for non response are described. Text: Sampling: Designs & Analysis, by Sharon Lohr, Duxbury, 1999. Teaching method is lecture and assignment of homework problems. There are midterm and final exams.

**Class time:** 80% lecture, 20% Discussion

**Work load:** 30 pages of reading per week, 2 exams, Weekly home work problems (10pages)

**Grade:** 30% mid-semester exam(s), 40% final exam, 30% problem solving

**Exam format:** Essay

**Stat 5302 Applied Regression Analysis**  
(Sec 001); 4 cr; prereq 3022 or 4102 or 5021 or 5102 or instr consent; meets DELM req of classroom

**Instructor:** Cook, R. Dennis !!CLA Dean's Medal!!

**Description:** This course is on statistical methods for studying the dependence of a response variable (e.g., life expectancy) on a number of predictor variables (e.g., age, smoking status, gender, ...). It is designed for beginning graduate and advanced undergraduate students who will likely use regression in future studies. Students will make extensive use of the computer program Arc, available at [www.stat.umn.edu/arc](http://www.stat.umn.edu/arc). A description of the textbook is available at this web-site as well. Arc is based on a point-and-click interface; no programming skills are required. Grading will be based on two mid-semester exams, weekly assignments and a final exam.

**Class time:** 75% lecture, 25% Laboratory

**Work load:** 30 pages of reading per week, 3 exams, 10 problem assignments

**Grade:** 35% mid-semester exam(s), 25% final exam, 30% problem solving

**Exam format:** Multiple choice and essay

**Stat 5993 Tutorial**  
(Sec 001); 1-6 cr; max crs 12, 12 repeats allowed; prereq instr consent; meets DELM req of classroom

**Instructor:** STAFF

**Description:** Students may contact the department for information.

## Studies in Cinema and Media Culture

235 Nicholson Hall: 612/624-8099

**SCMC 1201 Introduction to Cinema and Media Culture**  
(Sec 001); Credit will not be granted if credit has been received for: CSCL 1201, CSCL 1201W, CSCL 1201, CSCL 1201, CSCL 1201, CSCL 1201, CSCL 1201; 4 cr; prereq credit will not be granted if credit received for: CSCL 1201; meets CLE req of Other Humanities Core; meets DELM req of classroom

**Instructor:** STAFF

**Description:** The emergence of what is variously referred to as the "Information Age" and "Society of the Spectacle" has made it necessary for us to think critically about the media. Since visual media have the most pervasive influence on our everyday lives, this course will focus on how forms such as advertising, film, and television work, affect perception, and structure meaning. We will read some of the most important theoretical and historical texts that provide insight into our "ways of seeing." No prior exposure to media theory is expected, but although this is an introductory class, students will be expected to read and work through challenging material. We will read a variety of critics who have attempted to analyze cinema and media culture and we will also begin to develop a vocabulary for formal visual analysis.

## Swedish

205 Folwell Hall: 612/625-2080

### Swed 1002 Beginning Swedish

**(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 4002, SWED 4002; 5 cr; prereq 1001; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course continues the beginning sequence in Swedish, which covers four language skills: listening, speaking, reading and writing. Students will also gain knowledge of Swedish culture through various means, including audio-visual aids available in the language laboratory. Lecture, class discussions and classroom exercises will be conducted in Swedish. Class sessions will emphasize interactive communicative activities in pairs and small groups, with a focus on improving listening and speaking skills. Additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Sweden is an integral part of the course. You may register for this course under the number Swed 4002 for a reduced number of credits (and lower tuition) if you have already passed the Language Proficiency Exam (LPE) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.

**Class time:** 10% lecture, 70% Discussion, 20% Laboratory

### Swed 1004 Intermediate Swedish

**(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 4004, SWED 4004; 5 cr; prereq 1003; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course continues the presentation of language skills--speaking, writing, listening and reading begun in Swedish 1001/1002. Students will review, examine and develop these skills through a content-based curriculum. Students will be introduced to a variety of Swedish texts--stories, songs, newspaper articles, video and Internet resources. The review of basic points of Swedish grammar with an emphasis on sentence structure and word order will enable students to improve their writing skills in connection with process-oriented writing assignments. Vocabulary building will be supported by a rich array of texts that the students will be reading during their second year. Speaking and listening will be practiced in role play activities involving representative social situations. The interaction will familiarize students with the different levels of formality and intimacy used in conversational settings, and the codes and mythologies unique to Swedish culture. You may register for this course under the number Swed 4004 for a reduced number of credits (and lower tuition) if you have already passed the Language Proficiency Exam (LPE) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.

**Class time:** 10% lecture, 70% Discussion, 20% Laboratory  
**Work load:** 50% reading/writing; 50% oral/aural

### Swed 4002 Beginning Swedish

**(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 1002, SWED 1002; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course continues the beginning sequence in Swedish, which covers four language skills: listening, speaking, reading and writing. Students will also gain knowledge of Swedish culture through various means, including audio-visual aids available in the language laboratory. Lecture, class discussions and classroom exercises will be conducted in Swedish. Class sessions will emphasize interactive communicative activities in pairs and small groups, with a focus on improving listening and speaking skills. Additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Sweden is an integral part of the course. You may register for this course under the number Swed 4002 for a reduced number of credits (and lower tuition) if you have already passed the Language Proficiency Exam (LPE) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.

**Class time:** 10% lecture, 70% Discussion, 20% Laboratory

**Work load:** 50% reading/writing; 50% oral/aural

**Course URL:** <http://www.webct.umn.edu>

### Swed 4004 Intermediate Swedish

**(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 1004, SWED 1004; 2 cr; prereq 1004 in another language or passing score on LPE or grad student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course continues the presentation of language skills--speaking, writing, listening and reading begun in Swedish 1001/1002. Students will review, examine and develop these skills through a content-based curriculum. Students will be introduced to a variety of Swedish texts--stories, songs, newspaper articles, video and Internet resources. The review of basic points of Swedish grammar with an emphasis on sentence structure and word order will enable students to improve their writing skills in connection with process-oriented writing assignments. Vocabulary building will be supported by a rich array of texts that the students will be reading during their second year. Speaking and listening will be practiced in role play activities involving representative social situations. The interaction will familiarize students with the different levels of formality and intimacy used in conversational settings, and the codes and mythologies unique to Swedish culture. You may register for this course under the number Swed 4004 for a reduced number of credits (and lower tuition) if you have already passed the Language Proficiency Exam (LPE) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.

**Class time:** 10% lecture, 70% Discussion, 20% Laboratory

**Work load:** 50% reading/writing; 50% oral/aural

## Teaching English as a Second Language

215 Nolte Center: 612/624-3331

### TESL 3001 Basics in Teaching English as a Second Language

**(Sec 001); 4 cr; prereq Have studied another language, [native speaker or [C-TOEFL score of at least 213 or equiv]; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme; meets DELM req of classroom**

**Instructor:** Anderson, Michael Einar

**Description:** Basic orientation to current theories/methods of

English as a second language (ESL) instruction. Emphasizes methodologies for teaching/assessing listening, speaking, pronunciation, reading, and writing skills. Contexts of teaching English to adults in the United States and abroad. Internship at a school or agency teaching ESL is required as part of the course. Internships will be set up with the help of the Career and Community Learning Center the first week of class. This practical course is designed to prepare you to tutor ESL to adults in community programs by providing you with a basic orientation to current theories, methods and techniques of English as a second language (ESL) instruction. Your reading and classroom lectures will provide you with an introduction to the phonological and syntactic systems of English. You will study the language learning processes of adults, considering the linguistic, psychological and socio-cultural factors which influence the process. You will learn something about the language and culture of immigrant groups currently residing in the Twin Cities, including Hmong, Somali, and Hispanic languages and cultures. You will become aware of the interrelationship of language and culture and how that influences learning. The various contexts of teaching English to literate and non-literate adults in the U.S. and abroad will be addressed.

**Class time:** 30% lecture, 40% Discussion, 30% Laboratory  
**Work load:** 30-40 pages of reading per week, 12 pages of writing per semester, 6 exams, 2 papers. The class will support the internship experience as you and your fellow students analyze the instructional settings and your teaching practices during the week.  
**Grade:** 30% written reports/papers, 15% quizzes, 15% in-class presentations, 15% class participation, 25% internship teaching  
**Exam format:** short answer essay

#### **TESL 3501 Practical Language Learning for International Communication**

**(Sec 001); 3 cr; meets DELM req of classroom**  
**Instructor:** Cohen, Andrew David

**Description:** Going to study abroad to learn a new language and experience a new culture? What are your strengths as a language learner? This course is about improving language and culture learning-about getting a sense of your learning style preferences and language strategy preferences. You will also explore your motivation to learn languages in general and a given language in particular, and your motivation to do specific language tasks. Ideally, the course will not only make you more aware, but also better equip you to succeed at learning and using languages now and in the future, at home and abroad. The approach of the course is to provide you with background readings on learning a new language; to engage you in diagnosing your learning style and language strategy preferences and those of your peers; and to have you participate in classroom exercises intended to simulate real language learning and language use situations. The topics include: (a) learning a new language, (b) learning style preferences, (c) defining and classifying language learner strategies; (d) strategies for cross-cultural awareness and enhancing adaptation to a new culture, (e) strategies by skill areas-listening, vocabulary learning, speaking, reading, writing, translation, and nonverbal strategies, (f) motivation in language learning, (g) the intersection of task, style, and strategy, and (h) learning language under differing teaching method. 2 term papers: describing yourself and then 3 peers as language learners.

**Class time:** 20% lecture, 40% Discussion, 40% Group tasks  
**Work load:** 20 pages of reading per week, 25 pages of writing per semester, 1 exams, 2 papers  
**Grade:** 20% mid-semester exam(s), 70% written reports/papers, 10% class participation  
**Exam format:** Open-ended questions  
**Course URL:** <http://vista2.umn.edu/webct>

#### **TESL 5402 Language Analysis for Teachers of English as a Second Language**

**(Sec 001); 4 cr; prereq 5401, Ling 5001; meets DELM req of classroom**  
**Instructor:** Lazaraton, Anne

**Description:** This course provides an overview of the more

complex aspects of English grammar (articles, passives, indirect objects, prepositions, conditionals, relative clauses, complementation, reported speech), and of basic elements of pragmatics and discourse analysis as applied to English usage. Pedagogical implications of these considerations will be investigated. TESL 5402 is the second of a two-semester sequence. The sequence is required in the first year for M.A. in ESL students, and may also be taken by other graduate students interested in teaching ESL to adults. Prerequisites: TESL 5401.  
**Class time:** 50% lecture, 50% Discussion  
**Work load:** 25 pages of reading per week, 20 pages of writing per semester, 5 exams, 1 papers  
**Grade:** 40% written reports/papers, 35% quizzes, 15% in-class presentations, 10% class participation  
**Exam format:** problem solving

#### **TESL 5722 Practicum in Teaching English as a Second Language**

**(Sec 001); 6 cr; max crs 12; S-N only; prereq [[5401 or concurrent registration is required (or allowed) in 5401], [5402 or concurrent registration is required (or allowed) in 5402], 5721, ESL major or ESL minor] or instr consent ; meets DELM req of classroom**  
**Instructor:** Lazaraton, Anne

**Description:** This course provides practical, hands-on experience in teaching English as a second language to adults. The teaching experience involves applying, in a practical context, the theoretical and descriptive material studied in the ESL M.A. program. Prerequisites: TESL 5721, TESL 5401, concurrent enrollment in or completion of TESL 5402, and permission of instructor. Class is limited to M.A. ESL majors; enrollment is usually capped at 10.

**Class time:** 10% Discussion, 90% participation in apprenticeship placement

**Work load:** 20 hrs/wk, including apprenticeship in an ESL class  
**Grade:** 10% class participation, 90% improvement in ESL teaching performance

#### **TESL 5900 Topics in Second Language Learning and Teaching**

**(Sec 002); 3 cr; max crs 16, 4 repeats allowed; meets DELM req of classroom**  
**Instructor:** Anderson, Michael Einar

**Description:** This course explores creating and using learning materials for the ESL classroom that maximize student learning. The coursework focuses on existing research-based communicative teaching theory and materials development frameworks and how they can be used in a real classroom environment. Half of the class will be focused on reading and discussing important frameworks and research for materials development, the other half of the class will be focused on implementing the knowledge gained from these explorations with a real ESL class. Students will develop ESL materials and then teach an actual ESL class using the materials. Student teachers will be observed by the instructor and their peers. Feedback sessions will focus on improving the materials developed. Use of technology in teaching, creating authentic communicative tasks, incorporating authentic materials into the curriculum, and evaluating materials are some of the topics that will be explored. The class is designed for graduate students and advanced undergraduates interested in materials development in language classes at the classroom level. While focused on ESL, the materials development and communicative teaching skills to be gained from this course will also apply to the foreign language classroom.

**Class time:** 10% lecture, 40% Discussion, 50% Student teaching

**Work load:** 25 pages of reading per week, 25 pages of writing per semester, 2 papers, Materials development and classroom preparation

**Grade:** 60% written reports/papers, 10% class participation, 30% Student teaching and providing feedback to peers

#### **TESL 5900 Topics in Second Language Learning and Teaching**

**(Sec 001); 3 cr; max crs 16, 4 repeats allowed; meets DELM**

**req of classroom****Instructor:** Cohen, Andrew David

**Description:** The course takes both a sociolinguistic and a psycholinguistic look at the learning and performance of second- and foreign-language pragmatics, with an emphasis on speech acts. Each student completes a midterm project which entails a review of research literature, and then as a final project conducts a small-scale empirical study of speech act behavior either individually or in a research team. The course texts are *An Introduction to Pragmatics* (2003) by LoCastro and *Pragmatic Development in a Second Language* (2002) by Kasper and Rose, and numerous other key readings are posted on the WebCT Vista site. Half of each class session involves presentation and the other half is spent in a series of different small-group activities, depending on the topic.

**Class time:** 20% lecture, 40% Discussion, 40% Group activities  
**Work load:** 35 pages of reading per week, 20 pages of writing per semester, 1 exam, 2 papers

**Grade:** 20% mid-semester exam(s), 70% written reports/papers, 10% class participation

**Exam format:** Open-ended questions

Performance) intended for theatre arts majors. Required reading: A compilation of performance processes, theories and techniques including: Lecoq, Grotowski, Stanislavski, Meyerhold, Chekov, etc.

**Class time:** 10% Discussion, 90% Laboratory

**Work load:** 5-10 pages of reading per week, 10-12 pages of writing per semester

**Grade:** 25% written reports/papers, 25% in-class presentations, 25% Attendance & Participation; 25% Attitude & Growth.

**TESL 5993 Directed Studies**

**(Sec 001-003); 1-4 cr; max crs 9, 9 repeats allowed; prereq instr consent , dept consent , college consent ; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** In order to obtain Directed Studies credit through TESL 5993, students must fill out a Student/Faculty Contract for Directed Study. On the form, the student indicates the title of the project, the number of desired semester credits(1-4), the learning objectives associated with it, methods and resources to be used (books, articles, etc.), and also indicate how the results of the project will be evaluated. Then a Faculty Member for ESL must approve it and sign as the supervisor for the project. Forms are available in the department office.

**Theatre Arts**

**580 Rarig Center: 612/625-6699**

**Th 1301 Acting/Non-Majors**

**(Sec 001-005); 3 cr; prereq 1101 or concurrent enrollment 1101; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course is designed to enable students without prior experience in theatre to better appreciate theatrical elements, develop a vocabulary for discussing theatre, and recognize the degree to which the study of basic acting techniques can inform perceptions of self and others. Students are taught how to act within imaginary circumstances, make bold choices, and develop interpersonal trust and ensemble awareness. Required text: *ACTING ONE* by Robert Cohen.

**Class time:** 10% Discussion, 90% Laboratory

**Grade:** 30% written reports/papers, 30% in-class presentations, 20% Attendance & Participation; 20% Attitude & Growth.

**Th 1321 Beginning Acting: Fundamentals of Performance**

**(Sec 001-004); 3 cr; prereq 1101 or concurrent registration 1101; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Introduces beginning students to a widely applicable, comprehensive vocabulary and techniques for practical performance studies, including the use and training of the instrument; the creation of theatrical ideas or choices; the creation of dramatic "phrases" by sequencing ideas and choices to tell stories; and the significance of circumstances for choice making. The course has three overarching objectives: providing an introduction to creation processes specific to the performer, psychological and physical training of the acting instrument, and training the personal imagination. The first part of a two-course sequence (with TH 1322, Creating the

**Th 1322 Creating the Performance**

**(Sec 002); 3 cr; prereq 1321; meets DELM req of classroom**

**Instructor:** Kanee, Stephen Charles

**Description:** A fundamental yet comprehensive overview of directing. As the person who directs and co-ordinates the efforts of the playwright, designers and actors, the director is responsible for creating a tangible, aesthetic form out of these disparate elements. The course is intended to introduce the beginning director to the basic tools of the director's craft. The student is instructed in the fundamentals of interpretation, blocking, movement, composition, communication, picturization and rhythm as well as the terminology and jargon of the theatre. A great emphasis is placed upon both the creative and interpretive process of the director's art, as well as on building effective collaborative relationships between actors and directors as they work together to "create the performance." Particular emphasis will be placed on the Director/Actor relationship. 1321 Fundamentals of Performance is a prerequisite for this course.

**Th 1322 Creating the Performance**

**(Sec 004); 3 cr; prereq 1321; meets DELM req of classroom**

**Instructor:** Kayim, Gulgun Hayati

**Description:** Creative approaches to re-inventing life on-stage. To create a theatre of human nature, through diverse forms of visual expression, music, language and acting technique. This course is designed to stimulate individual expression and creativity through the exploration of theatrical genres and techniques while at the same time encouraging originality. Discover the art of the Director as a collaborator, guiding the efforts of the playwright, designers and actors. Students will serve as both actors and directors to create solo, collaborative and student directed performances using acting techniques based in eclectic forms of visual and verbal expression. The course will explore original student generated work as well as previously conceived scripted work. Text work will include examining the relation between what is in the words of a text and what lies between the words

**Th 1322 Creating the Performance**

**(Sec 001); 3 cr; prereq 1321; meets DELM req of classroom**

**Instructor:** Rosen, Robert S

**Description:** Creative approaches to re-inventing life on-stage. To create a theatre of human nature, through diverse forms of visual expression, music, language and acting technique. This course is designed to stimulate individual expression and creativity through the exploration of theatrical genres and techniques while at the same time encouraging originality. Discover the art of the Director as a collaborator, guiding the efforts of the playwright, designers and actors. Students will serve as both actors and directors to create solo, collaborative and student directed performances using acting techniques based in eclectic forms of visual and verbal expression. The course will explore original student generated work as well as previously conceived scripted work. Text work will include examining the relation between what is in the words of a text and what lies between the words

**Th 1396 BFA Voice and Speech II**

**(Sec 001); 2 cr; A-F only; prereq 1392; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** BFA Core Component

**Th 1397 BFA Movement II****(Sec 001); 2 cr; A-F only; prereq 1393; meets DELM req of classroom****Instructor:** STAFF**Description:** BFA Core Component**Description:** BFA Core Component**Th 1911W Freshman Seminar: Theatre, Entertainment With Attitude****(Sec 001); 3 cr; A-F only; prereq Fr with no more than 30 cr; meets CLE req of Writing Intensive; meets DELM req of classroom****Instructor:** Bernstein, David Joseph

**Description:** Is live performance obsolete? Are art and entertainment the same, as in ?A & E? In this freshman seminar for non-theater majors, we will address these questions by experiencing the power, immediacy, and social relevance of live theater. Our main goal is to use the rich cultural resources of the Twin Cities, supplemented by in-class discussions, talks with theater and dance professionals, and textual readings to develop a critical language - and a critical eye - with which to look at performance. We will attend performances at a variety of local theaters and use the experience of seeing them 'up close and personal' to focus on a number of questions. What does it mean for a theater to be mission-driven rather than market-driven? How does theater reflect social and political issues - and the cultural context in which it was created and/or performed? How, and how well, do acting, scenery, costumes, lighting, and sound combine into a total effect to make a text or concept come alive on stage? And yes, we will also ask of each production whether or not it engaged and entertained us as audience members. Here is an excellent opportunity to experience live performance and think about its relationship to culture and values. In other words, to experience live theater as more than a way of passing the time on an otherwise boring Thursday night.

**Class time:** 10% lecture, 40% Discussion, 50% attending theatre productions**Work load:** 0-50 pages of reading per week, 20-25 pages of writing per semester, Attendance at plays is required(fee pays for tickets and transportation); workload consists of a critical journa, one 5-6 page paper, and one special project.**Grade:** 55% written reports/papers, 25% special projects, 20% class participation**Exam format:** No exams**Course URL:**[http://webct3.umn.edu/public/TH1911W\\_s03/index.html](http://webct3.umn.edu/public/TH1911W_s03/index.html)**Th 1950 Topics in Theater: Yoga for Actors****(Sec 001); 1 cr; max crs 6; meets DELM req of independent study; meets DELM req of classroom; meets DELM req of conference/workshop****Instructor:** Longhi, Kym R

**Description:** This course utilizes yoga techniques as a means of pre-performance training for the actor. Through focused repetition of yoga poses, core breathing techniques and relaxation exercises, students explore the energetic and muscular connections between their body, intellect and emotions. The course includes standing and balance poses, seated poses, twists, forward bends, backbends and inversions. Variations of poses and techniques to optimize alignment challenge each student at their own level to develop increased strength, flexibility, balance and body awareness. Assignments: one midterm paper and a final physical demonstration. Materials: students must provide their own yoga mat

**Th 2396 BFA Voice and Speech IV****(Sec 001); 2 cr; A-F only; prereq BFA-acting, sophomore; meets DELM req of classroom****Instructor:** STAFF**Description:** BFA Core Component**Th 2397 BFA Movement IV****(Sec 001); 2 cr; A-F only; prereq BFA-acting sophomore; meets DELM req of classroom****Instructor:** STAFF**Th 3100 Theatre Practicum****(Sec 001, 002); 1 cr; max crs 4, 4 repeats allowed; S-N only; prereq 1101; only two enrollments as actor may count toward a major; meets DELM req of classroom****Instructor:** STAFF

**Description:** Do you want to get involved in production on the Main Season for University Theatre? This is a course that can give you that opportunity. You will be assigned a specific position on a production and get a chance to work on as well as see first hand what goes into a full scale theatrical production. Come and explore the possibilities.

**Class time:** 5% lecture, 95% Laboratory**Work load:** Lab Assignment for a Main Season production**Grade:** 5% class participation, 95% lab work**Th 3120 Theatre: Theory and Practice****(Sec 001); 3 cr; max crs 6; prereq 1101; meets DELM req of classroom****Instructor:** STAFF

**Description:** While Theatre may be a "place of seeing", the very notion of "seeing" radically differs between historical moments as well as between the visual representations those moments produce: from the flickering forms of Plato's cave to those of the cinema, television, or pc screen; from the captured image outside Daguerre's window to the fugitive and countless representations circulating in today's media. This course examines theatrical production within these conflicting visualities of past and present, focusing in particular upon the modern photographic and cinematic eras and the advent of what we now call "popular" culture. We will incorporate readings from visual culture theory (Barthes, Benjamin, Berger, Sontag) and well as those pertaining more specifically to theatrical/artistic movements (Artaud, Brecht, Breton, Eisenstein, Zola). The emphasis, however, will be upon the creative challenges of (re)presenting the "past" theatrically and visually. Class projects will engage the skills of visual dramaturgy and pursue various ways of writing with/about images; often with a "hypothetical" production in mind. It is geared toward students with an interest in cultural/theatrical/art history, directing and design practitioners, and visual artists.

**Class time:** 40% Discussion, 60% Lecture/Viewings**Work load:** 30-40 pages of reading per week, 10-15 page paper, notebook/journal**Grade:** 20% class participation, 30% final paper; 30% notebook/journal; 20% short assignments**Exam format:** none**Th 3314 Text and the Actor****(Sec 001); 3 cr; A-F only; prereq 1101, 1321, 1322; meets DELM req of classroom****Instructor:** Nash, Elizabeth

**Description:** The focus of this course is on instruction in Standard Stage Speech, IPA transcription, textual analysis and appropriate interpretive styles to perform heightened language texts: i.e., monologues from plays by Aeschylus, Sophocles, Euripides, Shakespeare, Moliere and Shaw. Videos will be viewed and discussed. This course is intended to teach the varied vocal presentational techniques required by both stage and singing actors.

**Class time:** 10% lecture, 30% Discussion, 50% Laboratory**Grade:** 33% mid-semester exam(s), 33% written reports/papers, 33% in-class presentations**Exam format:** Presentations and written assignments**Th 3322 Advanced Techniques for Characterization****(Sec 001); 3 cr; prereq 3321; meets DELM req of classroom****Instructor:** Kingsley, Barbara

**Description:** The second part of a two-quarter course in Intermediate Acting, this course focusses on principles of building characters and researching behavior, while applying this research to scenes of ?classic? realism and naturalism. Acting fundamentals are reviewed and a variety of techniques explored

in developing an approach to work and articulating a personal process. Techniques of effective auditioning are also covered. Open only to students who have successfully completed TH 3321

**Class time:** 10% lecture, 90% Laboratory

**Work load:** 10 pages of reading per week, 15 pages of writing per semester, 1 exams, 3 papers

**Grade:** 50% in-class presentations, 10% class participation, 10% Final Monologue; 20% Final Scene; 10% Growth

**Exam format:** Multiple choice

### Th 3331 Physical Approaches to Acting

**(Sec 001); 3 cr; prereq 1322, [3314 or concurrent registration is required (or allowed) in 3314], audition; meets DELM req of classroom**

**Instructor:** Longhi, Kym R

**Description:** TH3331 Physical Approaches to Acting will use Margolis Method to focus on the actor's body as the primary inspiration and tool for creating theatre. In this course we will use exercises in technique and improvisation structures to unite our physical instincts with our intellect - so that our mind is freed to ride on the impulses of our bodies and our imagination becomes muscular. We will work to: demystify the creative process, expose and break down personal physical tendencies that block our energy, develop more specific articulation of our bodies, expand the body's connection to breath and the voice, and explore our bodies' dynamic relationship with space and other bodies; all with the goal of making more vivid, embodied choices that are essential whether we are interpreting a role or generating original material. We will interact with masks, objects, sticks, set pieces, each other's bodies, space, gravity, words, silence and ourselves. We will explore a full range of psychophysical expression, from the everyday to the metaphoric and poetic. We will read and reflect on other physical methods and research the roots of Margolis Method, giving us a frame of reference from which to begin sculpting your own physical approach to acting. Assignments will include creating a character, creating an original scene and interpreting a scene from dramatic literature.

### Th 3395 BFA Intensive I

**(Sec 001); 2 cr; A-F only; prereq BFA-acting jr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** BFA Core Component

### Th 3398 BFA Rehearsal & Performance I

**(Sec 001); 2 cr; A-F only; prereq BFA-acting jr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** BFA Core Component

### Th 3399 BFA Rehearsal and Performance II

**(Sec 001); 2 cr; A-F only; prereq BFA-acting jr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** BFA Core Component

### Th 3950 Topics in Theatre: The Actor's Voice

**(Sec 001); 3 cr; max crs 8, 8 repeats allowed; prereq Varies by topic; meets DELM req of classroom**

**Instructor:** Kehoe, Mira Karen

**Description:** The goal of this course is to explore and develop vocal expression and technique in the areas of breath, articulation, resonance, range, tone color, and the flow of energy. We will focus on the integration and application of the above skills into text, acting, and daily voice and speech.

### Th 4322 Acting for the Camera

**(Sec 001, 002); 3 cr; prereq 1301 or 3321; meets DELM req of classroom**

**Instructor:** Gamoke, John P

**Description:** Students prepare and perform commercial and industrial copy and scripted scenes and monologues with a focus on the function and effect of the camera and production process. The course begins by comparing camera acting to live stage acting and then continues to build a camera acting technique. Open to students who have successfully completed 1301, Beginning Acting for Non-Majors, or the 1321/1322 introductory performance sequence, or who have been auditioned and selected by the instructor. Required reading: The Camera Smart Actor, Richard Brestoff (required); Acting for the Camera, Tony Barr (recommended).

**Class time:** 100% Laboratory

**Grade:** 25% quizzes, 25% class participation, 25% lab work, 25% Final Scenes

### Th 4380 Creative Collaboration

**(Sec 001, 002); 1 cr; max crs 12, 4 repeats allowed; prereq Audition, interview, instr consent ; meets DELM req of classroom; meets DELM req of conference/workshop**

**Instructor:** STAFF

**Description:** Creative Collaboration students will explore multi-disciplinary creation and community building theater techniques while working together to create an original performance. The class will be led by Maren Ward of Bedlam Theatre, an experimental community based theater located on the West Bank. Well versed in creative collaboration, the Bedlam company has produced a wide range of exciting work including Terminus - a sci-fi extravaganza with revolving cardboard spaceship surrounding the audience, Unhinged- a feminist horror show, and the annual Barebones Halloween Show - a community created outdoor nighttime spectacle of larger than life puppets, originally composed live music, theater, dance and pyrotechnics. Bedlam's most recent hit, conceived and directed by Ms. Ward, was West Bank Story - an original musical about the West Bank neighborhood. The collaboration class will be following up on some of the connections made during this project and creating a new community based, site-specific performance. Students will have an opportunity to engage in an artistic dialogue with students and guest speakers from the following courses: Place, Politics and Memory (geography), Urban Design, Arts and Social Engagement (visual arts) and Performance and Social Change - (theater arts)

### Th 4395 BFA Intensive III

**(Sec 001); 2 cr; A-F only; prereq BFA-acting sr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** BFA Core Component

### Th 4398 BFA Rehearsal and Performance V

**(Sec 001); 2 cr; A-F only; prereq BFA-acting sr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** BFA Core Component

### Th 4399 BFA Rehearsal and Performance VI

**(Sec 001); 2 cr; A-F only; prereq BFA-acting sr; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** BFA Core Component

### Th 4556 Digital Audio and MIDI for Performance

**(Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom**

**Instructor:** Gwinup, Martin Bruce

**Description:** Digital Audio and MIDI for Performance delves into the use and the applications of: digital audio; digital editing and manipulation; MIDI sequencing; MIDI programing; MIDI as a control language; and digital audio and MIDI for performance. The students will receive hands on experience in use of sophisticated editing, sequencing, and control software. Some software used is Vegas Video, Sound Forge, Cakewalk Pro Audio, and SFX. Projects include destructive and non-destructive

editing, digital signal processing, MIDI sequencing, MIDI control, and system analysis and set-up. This course is open to any interested student. Prior experience with audio or MIDI is welcome but not necessary. However a basic understanding of computer operation and file handling is expected.

**Class time:** 50% lecture, 25% Discussion, 25% Laboratory  
**Work load:** 10 pages of reading per week, 5 pages of writing per semester, 1 exams, 5 projects including the Final project  
**Grade:** 15% mid-semester exam(s), 50% special projects, 5% quizzes, 30% Final Project  
**Exam format:** Multiple Choice, T/F, Definition

**Th 4905H Honors: Tutorial Seminar in Theatre Arts (Sec 001); 2-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq =4905; honors, theatre arts, dept consent; limit [2 cr for [cum laude or magna cum laude], 4 cr for summa cum laude]; meets DELM req of classroom; meets HON req of Honors**

**Instructor:** STAFF

**Description:** Independent reading and research in selected fields in preparing honors thesis or creative project. Detailed requirements available from the department's Director of Honors.

**Work load:** 20-25 pages of writing per semester, 1 papers  
**Grade:** 10% written reports/papers

**Th 5100 Theatre Practicum (Sec 001, 002); 1-4 cr; max crs 20, 10 repeats allowed; prereq instr consent, dept consent; 4 cr of 3100 for undergrads; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Individual creative projects in production of approved plays as an actor, director, dramaturg or playwright.

**Th 5117 Performance and Social Change (Sec 001); 3 cr; A-F only; prereq Jr or sr or grad student; meets DELM req of classroom**

**Instructor:** Kuffinec, Sonja

**Description:** Performance and Social Change focuses this semester on Community-based theater. This contemporary grassroots movement begins with the belief that theater must directly engage its audience community, working with local participants to embody the community's history, interests and concerns. Critical analysis reflects on how the production process enables community and the ways that individuals negotiate their belonging to groups. Theories of social formation help us to understand how ?community? evolves. Through workshops, presentations, and discussions we will investigate the possibilities and limitations of community-based theater techniques. Critical and practical readings, impassioned debate, and community-based research and practice will dynamize our learning as we explore strategies in the classroom and community, applying them to our own lives and surroundings. The course will proceed through four units that include: 1) community formation and explorations of home/place; 2) Theatre of the Oppressed, in particular the work of Augusto Boal; 3) Storytelling and adaptations, in particular exploring the work of Cornerstone Theater; 4) Site specific performance. The course will meet occasionally with students in Art and Social Engagement and Place, Politics, and Memory with invited guests. Students will develop final projects that have a performance-based and theoretically reflective component. This class is targeted towards advanced undergraduate and graduate students.

**Class time:** 10% lecture, 45% Discussion, 45% performance workshops; As embodied learning exemplifies the pedagogical approach of this activist course, students will research contemporary, local and historical projects as well as create their own.

**Work load:** 50-100 pages of reading per week, 10-20 pages of writing per semester, 2 papers, final project and oral presentation  
**Grade:** 25% written reports/papers, 25% special projects, 25% in-class presentations, 25% class participation

**Th 5182 Contemporary Black Theatre: 1960-Present**

**(Sec 001); Credit will not be granted if credit has been received for: AFRO 5182; 3 cr; meets DELM req of classroom**

**Instructor:** Bellamy, Louis Richard

**Description:** During the Fall Semester 2002, Contemporary Black Theatre will, after introduction to the Black Arts movement and representative plays by Lorraine Hansberry and Amiri Baraka, concern itself with the plays of two authors who have elected to represent the human condition through the African American ethos in cycle plays: Ed Bullins and August Wilson. One, or both of the authors will discuss their work in class. Both authors will be in residence for public symposia sponsored by the University of Minnesota and Penumbra Theatre. The class presents the rare opportunity to engage in guided intellectual discussion and to view plays written by August Wilson and produced by Penumbra Theatre. Penumbra Theatre enjoys national prominence for its critically acclaimed interpretation of Mr. Wilson's work and will present "Joe Turner's Come and Gone," "Two Trains Running," "Seven Guitars," and "King Hedley II" during its 2002-?03 season. For more information, contact Lou Bellamy (651) 290-8681. (limit 20 students)

**Th 5355 Puppetry: Techniques and Practice in Contemporary Theater**

**(Sec 001); 3 cr; prereq [[3513 or &3513], instr consent] or grad student; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** This course will introduce the fundamentals of puppetry and object theatre through puppetry forms both traditional and contemporary. Object Theatre, Toy Theatre, hand puppets, shadow puppets, and Bunraku-style puppetry will be the primary focus, introduced through in-class manipulation, screenings of videos and slides, and readings. Students will build and create a series of short works for in-class performance. This course includes a shop lab component. Students must have completed TH 1322 and either completed TH 3513 or be taking it concurrently. Qualified students must interview with instructor Michael Sommers and be given a magic number for enrollment.

**Th 5500 Theatre Design Practicum**

**(Sec 001, 002); 1-3 cr; max crs 20, 10 repeats allowed; prereq 3515, instr consent, dept consent; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Individual projects in production of approved plays as a designer for scenery/properties, costumes, lighting or sound.

**Class time:** 100% Laboratory

**Work load:** projects for design

**Grade:** 100% final production and prep work

**Th 5540 Lighting Design for the Theatre**

**(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3515 or grad or instr consent; meets DELM req of classroom**

**Instructor:** Montgomery, Jean A

**Description:** This course covers the theory and principles of theatre lighting design. Class format is lecture, discussion, and practical laboratory where students have the opportunity to participate in their own experiments in color and design theory. There are also guest lighting designers from the mainstage season of the University Theatre who lead demonstrations of their designs for actual productions for various stage forms. Students will develop a light plot and paperwork for at least one lighting design in the theatre of their choice in Rarig Center. For non-theater majors, there are alternatives to this requirement, discussable with the instructor. The use of computers in lighting design and paperwork will be discussed and practical experience in using computers for this part of the design is available as part of the course. Undergraduates with a theater design background (Th 3515), graduate/upper level students with an architecture or art background interested in lighting would be welcome. Note: Section 2 is a practical extension of the coursework covered in Section 1. It is intended for students who have already completed Section 1 in a previous semester. Course content is

developed to meet the lighting design interests of the class participants.

**Th 5559 Sound Design for Performance (Sec 001); 3 cr; prereq 4555 or instr consent ; meets DELM req of classroom**

**Instructor:** Gwinup, Martin Bruce

**Description:** Sound Design covers many areas. We will look specifically at the areas of Sound Design as it relates to live performance. We will explore topics such as psychoacoustics, audience response, spatial acoustics, music history/research, and sound manipulation. The students will be expected to utilize the departmental sound recording studio to create sounds and sound designs. We will also discuss and explore approaches to sound design both from scripted works as well as created works.

**Class time:** 30% lecture, 30% Discussion, 20% Laboratory, 20% Presentations

**Work load:** 25-30 pages of reading per week, 15-30 pages of writing per semester, 1 papers, Studio Projects

**Grade:** 15% written reports/papers, 30% special projects, 15% in-class presentations, 10% class participation, 30% Final Design project

**Th 5570 Properties/Scenery Technology (Sec 001); 3 cr; max crs 15, 15 repeats allowed; prereq 3515 or grad or instr consent; meets DELM req of classroom**

**Instructor:** Brockman, C Lance

**Description:** This section of 5570 is specifically for Scene Painting: The Historical Method. Students will learn the basics of illusionary painting and how to create faux finishes and trompe l'oeil consistent with methods of Victorian scenic artist. Students will work through a series of projects that include sight-sizing, value study, and color manipulation. Advance students will participate on large-scale projects for the Minnesota Centennial Showboat. Instructor's permission is required.

**Class time:** 100% Laboratory

**Grade:** 100% lab work

**Th 5590 Theatre Technology Practicum (Sec 001, 002); 1-3 cr; max crs 15, 15 repeats allowed; prereq 3515, instr consent, dept consent; 4 cr max for undergrads; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Individual creative projects in the technology or craft areas of theatre that further practical skills or knowledge in the fields of costume, lighting, makeup, props, scenery, sound, or theatre management.

**Th 5718 Principles of Theatre Management (Sec 001); 3 cr; prereq instr consent; meets DELM req of classroom**

**Instructor:** Hansen, Kathleen Louise

**Description:** This course is designed to provide an overview of the structure in which non-profit arts organizations are based. Topics of inquiry include, but are not excluded to, organizational concept, mission, structure, budgetary considerations and financial planning, marketing, and development (fundraising, grant writing, board relations) strategies. Class assignments include: assigned readings, from both the required text and supplemental readings as provided by your instructor; Class Evaluations include: the analysis and discussion of case studies, from both printed and on-line resources.(20%); participation within class discussions with guest professionals from the Twin Cities arts community. (20%); attendance at field trips to professional arts organizations (part of 20% above); mid-term conference (10%); final project presentation (50%) Graduate students and upper-level undergraduate students who are exploring arts management through journalism (PR), business, public policy and affairs, all arts disciplines are encouraged to take this course. BIS, IDIM, MLS and MPA and Non-Profit Management degrees are particularly good fits for this course.

**Class time:** 30% lecture, 50% Discussion, 20% In class exercises and project synthesis

**Th 5760 Advanced Stage Management (Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; prereq 5716 or concurrent enrollment 5716, instr consent; [4 cr max for undergrads]; meets DELM req of classroom**

**Instructor:** Montgomery, Jean A

**Description:** The course is a practical extension of TH 5716. You would participate as part of the stage management team on a production during this year's University Theatre season or, in rare cases, on a special project arranged with the instructor.

**Class time:** 100% Practical lab

**Work load:** Practical lab

**Grade:** 100% special projects

**Th 5950 Topics in Theatre: Advanced Studies in Physical Comedy (Sec 001); 3 cr; max crs 20, 20 repeats allowed; prereq**

**Varies by topic; meets DELM req of classroom**

**Instructor:** Rosen, Robert S

**Description:** A rigorous on-your-feet foray into the mechanics of creating physical comedy. Learn what it means to play and be playful. This course will explore the great trickeries of human nature, the joy of tricking and the joy to be tricked. We will look at the clown from a personal point of view through the search for one's own ridiculous side. Exercises will focus on how comedy is born from tragedy and the state of conflict within one's self. Other work will address the psychology of Commedia Dell'Arte Lazzi, surpassing the classical form to discover the humanity that lies beneath the surface of each character. Preparation will include acrobatics, improvisation and mask work and great attention will be paid to the manipulation of objects. This course will also take a look at the anthropology of clowns, fools and jesters throughout history, as well as a critical look at the work of Karl Valentin, Buster Keaton, Jacques Tati, Grock, The Marx Brothers, Harold Lloyd and Laurel and Hardy among others. Qualified students must have completed TH 3331 Physical Approaches to Acting and must display a willingness and ability to break free from the limits of everyday existence.

**Th 5950 Topics in Theatre: Exploring Ensemble Creation in "Arabian Nights"**

**(Sec 003); 3 cr; max crs 20, 20 repeats allowed; prereq**

**Varies by topic; meets DELM req of classroom**

**Instructor:** Sasse, Joel Mark

**Description:** Dynamic theatre ensembles such as Chicago's Lookingglass Theatre, New York's Mabou Mines and the Wooster Group, and Minneapolis' own Theatre de la Jeune Lune and Mary Worth Theatre champion the use of ensemble creation as a philosophical stance, and a practical mode of working to create unique and compelling theatre. An investigation into the "nuts and bolts" of functioning as a creative ensemble of artists will be the focus of this intensive class experience. Class work will consist of both a scholarly survey of the working practices of several influential ensembles, and a series of cross-disciplinary exercises that explore and demonstrate different approaches to collaborative theatre-making for actors, directors, designers and dramaturges. A significant element of the class will be the practical utilization of ensemble creation in realizing the University Theatre's production of THE ARABIAN NIGHTS. Participation in the class and the production of ARABIAN NIGHTS is by audition/interview.

**Th 5950 Topics in Theatre: Solo Performance: Big Ideas in a Small World**

**(Sec 004); 3 cr; max crs 20, 20 repeats allowed; prereq**

**Varies by topic; meets DELM req of classroom**

**Instructor:** Sommers, Michael J

**Description:** Toy Theatre, tabletop, suitcase, peep show, canta-historia, diorama, vaudeville and variety are intimate small-scaled performance forms that amplify artistic signature and make the grandiose and epic possible. In the course of the semester students will focus on creating a single performance that draws from small scale performance forms and image driven approach. From conception to finished performance, students will propose, develop, construct, and present a finished public

performance

#### Th 5993 Directed Study

(Sec 001, 002); 1-5 cr; max crs 20, 20 repeats allowed; prereq 6 Th cr, instr consent, dept consent, college consent; meets DELM req of classroom

Instructor: STAFF

Description: Guided individual reading or study.

## University College

150 Wesbrook Hall: 612/624-4000

#### UC 3201 Web Designer Introduction

(Sec 001, 002); 4 cr; A-F only; meets DELM req of classroom  
Instructor: Husom, David Harold

Description: See and learn the Web design process by mastering the four phase process of site development: plan, design, launch, and publish. Learn design principles, business practices and site analysis. Use industry standard Web design software including Adobe Photoshop, Macromedia Dreamweaver and Flash to build your own Website. Also get a firm foundation in HTML and CSS. The class includes lectures, exercises, and lab time in a small, hands-on class. No prerequisites or previous experience required. Texts will be available at the Coffman Bookstore.

## Urban Studies

348 Social Sciences Building: 612/626-1626

#### UrbS 3500 Urban Studies Workshop

(Sec 001, 002); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq instr consent ; meets DELM req of classroom  
Instructor: STAFF

Description: URBS 3500 001 Developing the City - This workshop will explore the dynamic and inter-related process through which commercial real estate is developed--from concept to ground breaking to occupancy and management. The course will explain the necessary, inter-dependent steps in developing various types of commercial real estate (retail, office, industrial, multi-family, etc.): identifying a market need, finding and controlling a site, obtaining municipal feedback and approvals, qualifying for financing, design, and construction. Students will gain an appreciation for the skills in orchestration demanded of real estate developers. The course will be colored by and rooted in real-time on-going experiences of the instructor. A comfort level with quantitative analysis (or an openness to learn) will be necessary--analogous in rigor to college algebra, MicroSoft Excel, and familiarity with the concepts of budgets and mortgage payments. Metro area planners, designers, construction experts, lenders, and developers will act as guest lecturers. A mixture of lectures, presentations, group discussions and field trips, when possible, will augment the experience. Students will be expected to complete readings from handouts, prepare individual case studies drawn from contemporaneous news media, complete homework exercises, participate in a group project and presentation, and attend off site class sessions and be able to travel to observe selected locations in the Twin Cities.

#### UrbS 3900 Urban Studies Internship Seminar

(Sec 001); 2 cr; max crs 4; A-F only; prereq Sr, internship placement, dept consent, instr consent; meets DELM req of classroom

Instructor: Pentel, Paula R

Description: This weekly seminar integrates a student's internship experience with their academic program. This course is appropriate for any student completing an internship that has an urban focus. Students must have their internships secured

prior to the beginning of the term, and must speak to Paula Pentel prior to registering.

**Class time:** 10% lecture, 90% Discussion

**Work load:** 10-20 pages of reading per week, Six short assignments and a journal are required.

#### UrbS 3993 Urban Studies Directed Study

(Sec 001); 2-3 cr; max crs 6, 3 repeats allowed; A-F only; prereq UrbS majors, instr consent, dept consent; meets DELM req of classroom

Instructor: STAFF

Description: For students with a specific educational objective that cannot be satisfied through regular curriculum (e.g., foreign study) and for honors students to complete an honors opportunity.

## Vietnamese

#### Viet 1016 Accelerated Intermediate Vietnamese

(Sec 050); 5 cr; prereq 1015 or instr consent ; meets DELM req of classroom

Instructor: Dang, Nhat Thong

Description: This course is the second of a two semester sequence of beginning Vietnamese: it is for heritage students who have some basic Vietnamese language skills in listening, speaking, reading, and writing. Those who did not take the first course should have the instructor's permission before taking the class. The learners will be able to speak, read and write simple sentences, and to understand short paragraphs and stories related to everyday life activities and some notions of history and culture of Vietnam.

**Class time:** 50% lecture, 20% Discussion, 30%

**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 6 exams, 1 papers

**Grade:** 25% final exam, 8% written reports/papers, 40% quizzes, 7% class participation, 20% homework

**Exam format:** multiple choice, questions/answers, matching, fill in the blank, dictation, spelling.

## Work and Human Resource Education

#### WHRE 3011W Introduction to Technology and Public Ethics

(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Davis, Joan Audray

Description: Nature of technology. Values, ethical issues related to technology. Technology and transformation of workplace, family, community life.

**Class time:** 25% lecture, 50% Discussion, 25%

**Grade:** 70% written reports/papers, 10% in-class presentations, 20% class participation

#### WHRE 5011W Technology and Public Ethics

(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Davis, Joan Audray

Description: Nature of technology. Values, ethical issues related to technology. Technology and transformation of workplace, family, community life.

**Class time:** 25% lecture, 50% Discussion, 25%

**Grade:** 70% written reports/papers, 10% in-class presentations, 20% class participation

**WHRE 5201 Family and Work Relationships**

**(Sec 001); Credit will not be granted if credit has been received for: FE 5201, CI 5908, CI 5908; 3 cr; A-F only; meets DELM req of classroom**

**Instructor:** Magistad, Beth Maddock

**Description:** Interactions of work and family roles, responsibilities, and aspirations, with consideration given to resources, legal aspects, and gender.

**Youth Development and Research**

*170 Peters Hall: 612/624-3700*

**YoSt 5291 Independent Study in Youth Studies**

**(Sec 001); 1-8 cr; max crs 8, 1 repeat allowed; meets DELM req of classroom**

**Instructor:** STAFF

**Description:** Independent reading and/or research under faculty supervision. This course can be taken for undergraduate or graduate credit.

**Class time:** 100% Individually designed and negotiated.